Student perceptions of satisfaction with school climate in relationship to their involvement in an extracurricular activity program for the promotion of intercultural harmony

Dana Charles Deines
University of Northern Iowa

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STUDENT PERCEPTIONS OF SATISFACTION WITH SCHOOL
CLIMATE IN RELATIONSHIP TO THEIR INVOLVEMENT IN AN
EXTRACURRICULAR ACTIVITY PROGRAM FOR THE
PROMOTION OF INTERCULTURAL HARMONY

A Dissertation
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved:

[Signatures of committee members]

Dana C. Deines

University of Northern Iowa

May 2002

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An Abstract of a Dissertation

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:

Dr. Dale R. Jackson, Chair

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Dean of the Graduate College

Dana C. Deines

University of Northern Iowa

May 2002
ABSTRACT

The purpose of conducting this study was to examine the relationship between students’ involvement in extracurricular activities and their perceptions of satisfaction with the components of school climate. Central to this study was the examination of the relationship between students’ involvement in an extracurricular activity program developed for the promotion of intercultural harmony and their perceptions of satisfaction with school climate.

From the approximately 1,200 students of a Midwestern high school, more than 400 students were surveyed using the National Association of Secondary School Principals (NASSP) Student Satisfaction Survey to determine students’ satisfaction with the components of their school climate. The 10th through 12th grade students were also given the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire to measure their levels of involvement in extracurricular activities.

The research hypotheses of this study were: (a) the greater the number of extracurricular activities in which students participate, the greater their level of satisfaction with school climate, and (b) students who participate as
dialogue facilitators in the extracurricular activity program for the promotion of intercultural harmony will exhibit a greater level of satisfaction with school climate than students that do not participate in the Harmony Program. The data analysis yielded positive relationships among the variables that were interpreted as consistent with both research hypotheses.

Since the analysis of the data revealed positive relationships between student extracurricular activity participation and increased perceptions of student satisfaction with school climate, it follows that educational leaders should evaluate the impact of such programs on student satisfaction, school climate, and overall school effectiveness. As educators engage in school improvement policy decisions relative to extracurricular activities, they are sure to encounter issues and challenges in the implementation, support, and maintenance of these programs. In this time of increased expectations of public schools, combined with limited resources to educate an increasingly diverse population, educational and government leaders may be enlightened by the findings of this research.
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peace and harmony and to the many committed educators who provided the leadership to see the Harmony Program from idea to reality in our schools.

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This dissertation is dedicated with love and appreciation to my wife and soul mate, Samantha Jo Deines, and to our parents, Jerry and Joan Pieters, and the Reverend John and Martha Deines.

May God bless you all. Romans 8:28.
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CHAPTER I

INTRODUCTION

Student involvement in extracurricular activities may be a critical ingredient in the school improvement process and a key element for the enhancement of a positive school climate for overall school effectiveness. Encouraging active student participation in the classroom brings about meaningful involvement in the learning experience and consequently enhanced student learning (Hunter, 1976). Similar ideas are specified regarding the benefit of student involvement in extracurricular activities. If school personnel can encourage and provide for greater participation in extracurricular activities, then students may become more involved in school life and develop a more positive outlook toward school and ultimately for learning (Camp, 1990).

The involvement of students in extracurricular activities has been an important part of the secondary school experience since the late 1800s. Extracurricular activities have been found to provide benefits to the individuals involved in the activity as well as the school and community which it serves (Holland & Andre, 1987). Other researchers contend that
extracurricular activities are overemphasized and detract from the educational process and achievement of the school and its students (Lewis, 1989).

The Effective Schools Research, developed by Lezotte (1980), focused on educational reform in the school improvement process as well as the assessment of schools in the areas of student achievement and positive school climate. The correlates of Effective Schools Research suggests that high student achievement has been associated with (a) the development of strong administrative leadership, (b) a safe and positive school climate, (c) high staff expectations for student achievement, and (d) continual monitoring of student progress. In these correlates, a positive school climate is identified as a key ingredient in encouraging students to learn and for the achievement of an effective school.

This study reviewed the literature related to extracurricular activities as they impact the area of school climate. Individual student's satisfaction with the components of their school climate is affected by many different variables. This study examines the impact of an established extracurricular activity program in meeting the needs of all students. Our students face a demanding future that requires a wide variety of skills and knowledge. Schools are charged with the responsibility to assist students in developing
important societal skills. Many extracurricular activity programs address these skills and assist students in the development of the basics necessary for success in the real world (Morano, 1985).

Bushweller (1998) suggests that effective extracurricular activity programs can help meet the many facets that comprise an effective educational program. These ever increasing needs include those of social interaction, self-esteem building, group cohesiveness, and team building to encourage students to form bonds with peers and adults. Students feel more connected to their school and fellow students when they are part of a team. Schools must be more aggressive in encouraging more students to become involved in extracurricular activities because they encourage students to feel less anonymous and more connected to their school.

**Purpose**

The first purpose of conducting this research was to determine the relationship between student participation in extracurricular activities and student perceptions of satisfaction with the components that comprise school climate. This research investigated the relationship between student involvement in different types of extracurricular activities and the student level of satisfaction with their school climate. Past research indicated that
participation in extracurricular activities has a positive impact on academic achievement, personal and social development, career attainment, and serves as a deterrent to at-risk and antisocial behaviors (Hovland, 1990).

The second purpose of this research was to examine the relationship between student involvement as a dialogue facilitator in an extracurricular activity program for the promotion of intercultural harmony and student perceptions of satisfaction with the components that comprise school climate.

**Research Questions**

1. What is the relationship between the level of involvement of students in extracurricular activities and their perceptions of satisfaction with school climate?

2. What is the relationship between student involvement as a dialogue facilitator in an extracurricular activity program for the promotion of intercultural harmony and their perceptions of satisfaction with school climate?

**Research Hypotheses**

1. The greater the number of extracurricular activities in which students participate, the greater their degree of satisfaction with their school climate.
2. Students that participate as dialogue facilitators in an extracurricular activity program for the promotion of intercultural harmony will exhibit a greater degree of satisfaction with school climate than students that do not serve as Harmony Program facilitators.

Significance of the Study

Researchers in education understand the importance of a positive school climate for an effective school (Lezotte, 1980). Effective Schools Research suggests that a positive school climate is a necessary ingredient for an effective school. The assessment of school climate continues to be an important component of many school improvement plans. Despite the focus on the need for a positive school climate, few studies identify process steps for what could be done to encourage an improved school climate.

Extracurricular activities may provide a positive link and a means to enhance student perceptions of a positive school climate. Through extracurricular activities, students may acquire a sense of purpose, belonging, and connectedness to the school. By encouraging student participation in extracurricular activities, educators may be able to increase the chances of a positive school climate which in turn may foster improved student success (Ansbacher & Ansbacher, 1956).
Humans are a social being and all their capabilities and forms of expression are inseparably linked to the existence of others (Adler, 1924). Adler’s Individual Psychology posits that persons who are unhappy were deprived of the opportunities to develop a feeling of community, courage, optimism, and the self-confidence that comes directly from the sense of belonging. This sense of belonging can only be won by being involved, cooperating, experiencing, and by being useful to others. Adler contends that out of this sense of belonging emerges a genuine feeling of worthiness.

Educators agree that a positive school climate is a vital part of an effective school. Schools with positive climates are places where people respect and trust one another and foster feelings of belonging, pride, caring, and connectedness. Students feel a great need to bond with others to feel that they belong. Ansbacher and Ansbacher (1956) echoed Adler’s contention that students who are disconnected and do not feel a sense of belonging may become apathetic, disenfranchised, may put forth little or no effort, and view school as a place they do not want to be.

Gorton (1976) suggests that perhaps the most important objective of a school’s extracurricular activity program is the development of a positive attitude on the part of the students toward themselves and toward the school.
in general. Gorton suggests that student attitude toward school climate is one of the most important variables in student satisfaction and performance.

The nature of school climate has been an area of extensive research. With the development of the Organizational Climate Description Questionnaire (Halpin & Croft, 1963), school climate has emerged as an area in which researchers have focused significant effort in the school improvement process. There has been significant research regarding the relationship between school climate and other key variables that impact the school setting or outcomes, especially in the areas of student achievement and productivity (Fraser, 1989).

Karl Menninger (1966), founder of the Menninger Psychiatric Clinic, agrees that what every child seeks is a sense of belonging, and that they will do almost anything to get it. Given the proliferation of youth gangs and violent activity during the last several decades, this notion should be alarming for both schools and communities. Gangs are more pervasive and violent than ever, and they are spreading to new locations at alarming rates (McKinney, 1988).

An important intervention targeted for combating gangs at school is to create an inviting and accepting school climate where every student feels
valued and a sense of belonging. Such interventions encourage the
development of extracurricular activity programs to encourage and enhance
the positive values of school connections and for the development of a sense
of belonging for all students (Burnett & Waltz, 1999).

Spady (1971) contends that the time and resources devoted to
extracurricular activities are substantial, but that there remains a limited body
of knowledge or research to assist educational leaders in extracurricular
activity decision making. The extent of serious theorizing about the functions
and consequences of extracurricular programs is paralleled only by the
scarcity of relevant empirical research on their potential or actual
consequences for students. Spady suggests that educational leaders are
responsible for implementing policies that affect the primary academic and
societal functions of the school. If school leaders were more aware of the
relationships between the extracurricular activity program and the student
academic and behavioral performance, then they could be more effective in
encouraging student involvement in extracurricular activities.

As educators and community leaders engage in the planning process
relative to extracurricular activities in secondary school, they are sure to
encounter many challenges in the implementation and maintenance of specific
programs. In this time of increased public expectations of schools coupled with declining enrollment and the associated limitations in resources, educational leaders, and policy makers may be enlightened in the findings of this study.

It is this researcher’s hope that the relationships identified in this study will contribute to the body of knowledge regarding this important area of extracurricular activity and student satisfaction research. The overall justification of this study follows from the responsibility of educators to expand the knowledge base relative to the school improvement process, student satisfaction, and the programs that promote a positive school climate.

**Theoretical Framework of the Study**

This study is grounded in the theoretical underpinnings of Adlerian Psychology which focuses on the need for belonging of all people (Adler, 1924). Classical Adlerian psychology is a values-based theory of personality, philosophy of living, and technique of psychotherapy. The mission of Adlerian Psychology is to encourage the development of psychologically healthy and cooperative individuals in order to effectively pursue the ideals of social equality and democratic living.
Adler's Individual Psychology theory embraces his most fundamental premise which is the primacy of a feeling of community or connectedness as the goal of mental health. Adlerian Psychology establishes philosophical ideals for individual and group development. Adler's Individual Psychology helps to develop relationships based on enjoyment, mutual respect, mutual confidence and trust, and a sense of belonging (Ansbacher & Ansbacher, 1956). These ideals are often reflective of the qualities and goals of an effective extracurricular activity program.

According to Stein (1988), Adler based his Individual Psychology theory on the concepts of social interest and feelings, community feelings, and social sense, referring to this basis as a feeling of community. If people have developed social interest at the affective level, they are likely to feel a deeper belonging to the human race and are able to empathize with fellow humans. At the cognitive level, they can acknowledge the necessary interdependence with others, recognizing that the welfare of any individual ultimately depends on the welfare of everyone.

Adler (1924) saw no fundamental conflict between self and society, individuality and relatedness, self interest and social interest. The developments of self and connectedness are recursive processes that influence
humans in many positive ways. Adler contends that the greater one's personal development, the more able one can connect positively with others. The greater one's ability to connect with others, the more one is able to learn from them and develop oneself (Guisinger & Blatt, 1994).

Adler saw the connections among living beings in many different areas and on many different levels (Muller, 1992). If people truly understood and felt this connectedness, then many of the self-created problems of life, such as war, prejudice, persecution, and discrimination, might cease to exist. The feeling of interconnectedness among people is essential not only for living together in society, but also for the development of each individual person. These objectives are critical to this study of student involvement in extracurricular activities and their perceptions of satisfaction with the components of their school climate.

Operational Definitions

Effective Schools Research

Effective Schools Research are the studies of the correlates that comprise an effective school as developed by Lezotte (1980).
Extracurricular Activities

Extracurricular Activity refers to an organized, school sponsored organization, voluntarily engaged in by students, consisting of various athletic and non-athletic clubs and associations which do not carry credit toward high school graduation.

Conduct Code for Extracurricular Activities

Conduct Code for Extracurricular Activities is a School Board approved policy that governs the behaviors of students that elect to participate in school-sponsored extracurricular activities (see Appendix B).

Grade Level

This study is limited to the 10th through 12th grade levels of students attending the high school in which the study was conducted.

Intercultural Harmony Program Dialogue Facilitator (Harmony Program Facilitator or Harmony Program)

The Harmony Program was a school-sponsored extracurricular activity with the intention of raising awareness and providing information about equity issues in the school and society. The ultimate goal of the Harmony Program was to acquire the necessary knowledge, understanding, and skills to enable students to move the school toward greater equality and freedom and
for the development of meaningful identity for all students (Suzuki, 1979).

Student involvement in this program for the promotion of intercultural harmony includes the training and facilitation of student-led classroom discussions or dialogues (see Appendix A: Harmony Program—Background/History).

**Level of Involvement of Students in Extracurricular Activities**

The level of involvement of students in extracurricular activities is the number of individual extracurricular activities a student is involved in outside of the required curriculum, including activity in clubs, organized committees, sports, student publications, and student government. The level of participation was determined by individual student responses on the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire (see Appendix C). Participation in an extracurricular activity, as described in this study, will mean the student was involved in at least 50% of the group or organization’s activities.

**National Association of Secondary School Principals (NASSP)**

The National Association of Secondary School Principals (NASSP) is an organization whose mission is to assist educational administrators in professional development and effectiveness.
School Climate

School Climate is the combination of beliefs, values, and attitudes shared by students, teachers, administrators, staff members, parents, and other individuals who play an important role in the life of the school. School Climate is the term used to describe how people feel about their school. When a school has a positive climate, people feel proud, connected, and committed to their school (Sweeney, 1988).

Senioritis

Senioritis is a slang term used to describe a condition observed in some students who have become anxious to be finished with school and move on to other phases of their life.

Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire (SEADQ)

Participation levels for this study will be determined by the student responses to the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire or SEADQ. Determination of the level of participation is a subjective definition due to the different interpretations of this term by individual student participants. As described in the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire,
students are asked to identify the number of activities in which they participated during the school year.

**Student Satisfaction**

Student Satisfaction is a measure of positive school climate as determined by student responses on the eight subscale measures on the National Association of Secondary School Principals (NASSP) Student Satisfaction Survey. The subscale areas included in this instrument are the areas of: Teachers, Fellow Students, School Work, Student Activities, Student Discipline, Decision Making Opportunities, School Buildings (Supplies and Upkeep), and Communication (Halderson, Kelly, Keefe, & Berge, 1989). Keefe (1989) defines student satisfaction as the affective response of an individual student to a particular situation or condition in the school environment.

**Limitations of the Study**

This study was limited in the following ways:

1. Survey data obtained were dependent upon the validity of student truthfulness in responding to the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire and the NASSP Student Satisfaction Survey.
2. Students surveyed in their academic classroom setting may resent the loss of class time to complete the surveys.

3. The Student Satisfaction Survey used in the study is more than 10 years old and the make up and nature of society and schools have changed since the most recent norming of this survey.

4. Some students are academically and/or behaviorally excluded from participation in extracurricular activities due to the eligibility requirements as specified in School Board policy and, as such, may be prejudiced in their responses.

5. Because the survey was administered during the final quarter of the school year, some of the student responses may be affected by the psychosomatic condition referred to as “Senioritis.”

6. Individual student determinations of the percentage of involvement in any specific extracurricular activity are a subjective interpretation of that student.

7. The comparison groupings are not equivalent on all variables using this type of (ex post facto) research. Variables do not act independently of each other and may serve to confound the identified variables of the study.
8. Ex post facto experiments may focus on later links in the causal chain of events instead of critical earlier events that may have had a greater impact on the determination of any correlation.

9. Student involvement in the extracurricular activities is voluntary but some students may not have the same freedom to choose to participate due to personal or other reasons.

10. Surveys are often conducted in research simply because they may be a way to get the information needed in an easier, quicker, less expensive, and more accurate way (Alreck & Settle, 1995). Surveys are used by researchers who want to understand or predict human behavior or conditions which are the focus of their academic work. Despite the positive features of survey research, this method of research has serious disadvantages and limitations. Alreck and Settle contend that the most serious limitation of survey research is that it is difficult to measure causality.

Variables

The dependent variables of this study are the levels of satisfaction that students expressed toward the components of their school climate as measured by the NASSP Student Satisfaction Survey. Items on the Student Satisfaction Survey were developed using task analysis, student interviews
and existing student satisfaction, and school climate surveys. The specific
dependent variables included on the survey include student perceptions of:
Teachers, Fellow Students, School Work, Student Activities, Student
Discipline, Decision Making Opportunities, School Buildings (Supplies and
Upkeep), and Communication.

The independent variables used in this study are first, the number of
different activities in which a student participates and second, student
participation as a dialogue facilitator in a program for the promotion of
intercultural harmony.

The first research question for this study was to determine the
relationship between the level of participation in different types of
extracurricular activities and the student's perceptions of satisfaction with
their school climate. Included in this independent variable are the number of
activities in which a student participates. The second research question of
this study was to determine the relationship between student participation in a
program for the promotion of intercultural harmony as it relates to perceptions
of satisfaction with school climate.

The types of extracurricular activities are separated into seven different
areas: Athletics, Guidance Department Programs, Intramural Participation,
Music, Publications, School Organizations, and Student Government. A listing of the types of extracurricular activities offered by the school is in the SEADQ (see Appendix C).

**Procedures and Methods of Analyses**

The procedure used in this study involved the surveying of representatively selected students grouped by their involvement in extracurricular activities at the high school. The purpose of conducting this research was to examine the relationship between students’ involvement in extracurricular activities and their perceptions of satisfaction with their school climate. The research incorporated the use of the National Association of Secondary School Principals (NASSP) Student Satisfaction Survey. The survey was administered to the students in their regular classroom setting. The NASSP Student Satisfaction Survey is a 46-item survey instrument (see Appendix D) that was initially piloted with the assistance of high school teachers, students, and school administrators in Michigan.

The Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire, developed by the researcher, was used to determine the individual student involvement in school-sponsored extracurricular activities. The data used in this study was gathered from the population of
approximately 1,200 students attending a Midwestern high school during the 2000-2001 school year. Data collected from a representative sample of more than 400 students was used in this study.

This research used an ex post facto, or "after the fact" field study intended to examine the correlation between two independent variables and nine dependent variables. Since in this type of research it is impossible to manipulate all the possible variables involved in school climate, ex post facto research was used to examine the variables as they already exist. This method is determined "after the fact" because both the cause, and effect are already present and studied by the researcher in retrospect after they have occurred (Krathwohl, 1998).

The two independent variables are: (a) the number of different extracurricular activities in which a student is involved, and (b) student participation as a dialogue facilitators in a program for the promotion of intercultural harmony.

The nine dependent variables will be the data collected from the NASSP Student Satisfaction Survey. Data regarding the Student Satisfaction survey scores will be determined by the eight subscale mean scores that
comprise this measure as well as the composite of all the subscale scores for an overall mean score.

The specific number of activities the student was involved in was determined by the responses to the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire which was completed along with the NASSP Student Satisfaction Survey. The Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire and Student Satisfaction Survey was assigned a corresponding identification number so that privacy was ensured for all respondents.

A pilot study was conducted at the high school to determine the clarity and ease of completion of the questionnaire and survey. Accuracy of responses to the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire was compared for accuracy with Guidance records intended to track individual student involvement in extracurricular activities.

Organization of the Dissertation

This dissertation is organized into five chapters. The purpose, research questions and hypothesis, and significance of the study are included in Chapter I. The review of literature and related research of the problem are
provided in Chapter II. The methods, study design, procedures, instrumentation, data collection, data analysis, and research hypotheses are outlined in Chapter III. Chapter IV presents the data collected and analysis of data. The summary of findings, conclusions, implications, and recommendations for further research are discussed in Chapter V.
CHAPTER II

REVIEW OF THE LITERATURE

The literature review is divided into the topics investigated in this study. The first section includes an introduction to the study and the Adlerian based theoretical model underpinnings with a focus on student extracurricular activities and the students, schools, and communities which they impact. The following section is a definition and discussion of the concepts of school climate. Included in this discussion of the elements of school climate is how they are identified and measured. The next section reviews the relationship between student involvement in extracurricular activities as it relates to student perceptions of school climate. The final section is a review of the literature regarding the scope and implications of programs for the promotion of intercultural harmony.

Introduction

The National Commission on Excellence in Education, “A Nation At-Risk” (1983), reported to the American people that while we can take pride in what our schools have accomplished in the past, our nation and our schools were presently at risk of failure in the future. The educational foundations of our society were being eroded by a rising tide of mediocrity.
that threatened our future as a nation. What was unbelievable a short time before had occurred with the competition and surpassing of educational attainment by other nations. The publishing and subsequent public reaction to "A Nation At-Risk," marked a critical milestone in the educational reform movement in the United States. This report magnified the issue that our nation's schools had fallen into a state of complacency and were losing their effectiveness.

This is the stage that is set for the undertaking of this study into the impact of extracurricular activities on student perceptions of satisfaction with their schools. This study investigated students' perceptions of satisfaction with school climate in relation to their level of involvement in school activities to determine their impact on educational effectiveness, school improvement, and ultimately, student achievement.

This study is grounded in the theoretical underpinnings of Adler's (1924) Individual Psychology which focuses on the need for belonging of all people. Classical Adlerian psychology is a values-based theory of personality, philosophy of living, as well as a technique of psychotherapy. The mission of Adlerian psychology is to encourage the development of
psychologically healthy and cooperative individuals in order to effectively pursue the ideals of social equality and democratic living (Davidson, 1991).

According to Stein (1988), Adler based his Individual Psychology model on the concepts of social interest and feelings, community feelings, and social sense, referring to this basis as a feeling of community. If people have developed social interest at the affective level, they are likely to feel a deep belonging to the human race and are able to empathize with fellow humans. At the cognitive level, they can acknowledge the necessary interdependence with others, recognizing that the welfare of any individual ultimately depends on the welfare of everyone.

These ideas of Adler's also speak to the discussion of the relationship between self and society. Adler saw no fundamental conflict between self and society, individuality and relatedness, self interest and social interest. The developments of self and connectedness are recursive processes that influence each other in positive ways. The greater one's personal development, the more able one can connect positively with others. The greater one's ability to connect with others, the more one is able to learn from them and develop oneself (Guisinger & Blatt, 1994).
The Extra Curriculum of Student Activities

In the early 1900s, the ideals of the extra curriculum of student activities were introduced as a means of facilitating social cohesiveness among diverse groups that came together for the first time to form the comprehensive high school. The extra curriculum of school activities continues to offer a wide scope of activities that engage and solidify a diverse student body. Within the informality and freedoms of extracurricular activities, students are able to exchange ideas, interests, and passions, as well as to engage in experiencing a degree of autonomy, self expression, and governance. Not only do extracurricular activities facilitate student involvement and interactions among peers in the school, but they often bring adults and the community together in shared, positive activities with students and the school (Fox, 1973).

More cautious interpretations of the benefits of extracurricular activities can be found, especially as they relate to participation in organized athletics. Spady (1970) contends that the central focus of athletics in the high school serves only to dampen the enthusiasm for concentrating student energy on scholarly matters. This perspective suggests that although extracurricular activities offer social benefits to students, they weaken student efforts on
school work and academic pursuits. Spady contends that athletics without the experience in leadership or service activities inadequately prepares students to fulfill their long-term educational goals and aspirations.

Many educators agree that student activities are a crucial and important part of the high school experience and contribute to the success of the school. But many educators tend to exclude school activities when considering school improvement and educational goals (Houston, 1983). Examination of the significance of student activities has been very important in this era of accountability, especially when coupled with limited financial resources for schools. Declining enrollment in many districts has placed an even more significant need for accountability in all school programs.

Some extracurricular programs have been cut or eliminated to provide resources to be utilized elsewhere in the schools. This critical review of extracurricular activities and decision making has been based primarily on financial decisions and has very seldom been supported by data representing the positive impact that extracurricular activities have on adolescent social, interpersonal, and educational development (Holland & Andre, 1987).

Some educational leaders have criticized the basis of student extracurricular activity programs and their rationale for existence. Standfort
(1985) contends that student activities were all but overlooked in recent national reports on the condition of education. Student activities have developed into what has been referred to as the third curriculum. Educators find it difficult to increase requirements, lengthen the school day, curtail time out of class, realign the purposes of education, or change the curriculum without affecting extracurricular activities.

Unfortunately research regarding student activities is fragmented, dated, and irrelevant to the critical curriculum issues that challenge teachers and administrators and that requires clarity and leadership for the development of extracurricular activity programming. The relevant issues regarding research topics in the history, purposes, environmental influences, and advantages or disadvantages of extracurricular activities are points that are important to the understanding of the value of this area of study (Lewis, 1989).

Frederick (1959) indicated that if extracurricular activities are properly managed they are able to complement and contribute to the total educational experience and to reinforce classroom learning. Frederick identified extracurricular activities as those that contribute and supplement formal studies in the curriculum, aid to total life adjustments, integrate learning
experiences, and democratize schooling while assisting students in their transition to adult life. The original purpose of student activities was to contribute to the educational development of students (Sybouts & Krepel, 1984). The contribution of student activities must remain in harmony with the educational goals and philosophy of the school system, its constituents and the professional staff of the district.

Today students face a complex and demanding future that requires a wide variety of skills and knowledge. Such a complex society requires a secure grasp of communication and interpersonal skills, the nurturing of relationships along with the development of leadership skills, and the ability to work together. Schools are charged with the responsibility to assist students in developing these important societal skills. Many extracurricular activity programs address these skills and assist students in the development of these critical basics necessary for success in the real world (Morano, 1985).

Researchers have found that participation in extracurricular activities is beneficial to students. High levels of academic achievement and increased social and personal development are frequently identified as benefits of participation in student activities. For many students their involvement in
extracurricular activities is remembered as the most important part of their high school experience and provides the most positive memories of their time in high school (Christensen, 1984).

Many educational leaders view extracurricular activities as key to the educational program and having legitimate links to the purpose of high school education. These extracurricular activities underpin the goals of teaching students to be responsible and are filled with opportunities that develop character, critical thinking, social skills, and talents in students. Extracurricular activities also provide students with a network to communicate with peers and adults who have similar interests and talents (Klesse, 1996).

Students that participate in activities have a chance to experience success as individuals or as a part of a team and to gain real life lessons about the importance of responsibility, commitment, and hard work. Participation in extracurricular activities also improves their chances of avoiding behaviors that may place them at-risk of not being successful in high school. Both individual and group activities can teach students the importance of vigilance, hard work, and persistence in the face of setbacks. Group activities encourage cooperation and teamwork, personal sacrifice for group goals, and
empathy. Each of these qualities can benefit young people in their studies as well as their personal lives and can help them become responsible adults (Zill & Nord, 1995).

Students who participate in activities have also been found to do better academically than students who do not. These students develop other facets of their personality in the process. Self-esteem, self-confidence, social cooperation, and leadership skills are just a few of the cognitive skills that are affected. Extracurricular activities allow students to combine aspects of their academic learning into personal action and achievement (Allison, 1979).

Extracurricular activities may be one of the reasons many students stay in school and find personal meaning for their high school years. Students who are involved with extracurricular activities are able to extend previously learned academic skills through competitions and real world situations. In the extracurricular activity setting, students develop and practice artistic, musical, and psychomotor talents, as well as developing leadership and other future marketable skills (Haensly & Lupkowsky, 1986).

Research shows that low levels of participation in extracurricular activities are characteristics of at-risk students (Klesse, 1994). Compared to students who report spending one to four hours a week in extracurricular
activities, students who report spending no time in school-sponsored extracurricular activities were 57% more likely to drop out of school, 49% more likely to have used drugs, 37% more likely to have become a teen parent, 35% more likely to have smoked cigarettes, and 27% more likely to have been arrested.

The American College Testing Service (ACT) conducted a study that compares four factors in predicting success in life. In their study, success was measured by the self-satisfaction of individuals in relationship to their participation in a variety of community activities (Joekel, 1985). The four factors compared were the achievement in student extracurricular activities, a high grade point average in high school, a high grade point average in college, and high ACT scores. The findings showed that three of the four factors had no predictive value in the measurement of self-satisfaction of success in life. Joekel found that the only factor that could be used to predict success in later life was that of achievement in extracurricular activities.

Holland and Andre (1987) reviewed research on participation in extracurricular activities and concluded that students who participate in a variety of activities tended to have higher grade point averages as well as higher college entrance exam scores. Extracurricular activity participation
also promoted positive behaviors including lifelong habits of civic participation and better race relations among students. Holland and Andre found that participation in extracurricular activities is also related to higher career aspirations and attainment.

Brown (1988) responded to the conclusions drawn by Holland and Andre and suggested that the effect of student participation in extracurricular activities may be too optimistic. Brown’s reply suggested that the effect of extracurricular activities on students was marginally positive in most cases but very modestly and differed significantly among students with differing social and intellectual backgrounds.

Grabe (1981) investigated the manner in which school size influenced the relationship between successful participation in school activities, feelings of personal worth, and regard for school. Students from large and small high schools completed a questionnaire regarding participation in extracurricular activities, a student alienation scale, and a self-concept test. Grabe found that students in smaller schools participated more in school activities and that this participation was more strongly related to feelings of personal worth by these same students.
In a study of extracurricular participation and school size it was observed that students in small schools participate in activities at a higher rate than those in larger schools. Especially significant is the higher percentage of students in large schools who show no participation in any type of school activity. The large schools have as many as five times the number of extracurricular activities as the small schools but the evidence suggests that the students in large schools do not take advantage of these opportunities (Shoggen & Shoggen, 1988).

In his research of student participation in extracurricular activities, Slotz (1986) found that participants in extracurricular athletics achieve higher academic grade point averages than that of nonparticipants. Slotz proposed that if academic eligibility requirements were raised, that large numbers of students would likely continue to be eligible to participate. Slotz found those participating students seem to do better academic work during the time they are competing in the sports season than when they are not participating in an activity.

Hanks and Eckland (1976) found that participation in athletics neither depresses nor improves academic performance. Their research showed that participation in extracurricular activities has a relatively strong and favorable
effect on academic performance. They found that extracurricular activities provide a positive link for students to the school, the larger society, and especially to their teachers.

Mahoney and Cairns (1997) investigated the relationship between adolescent involvement in school-sponsored extracurricular activities and early school dropout. Their findings indicate the dropout rate among at-risk students to be lower for those who had earlier participated in extracurricular activities compared to those who did not participate in extracurricular activities. Mahoney and Cairns showed that participation in extracurricular activities was linked to lower early school dropout rates.

Marsh (1992) examined the effects of extracurricular activity participation during the student’s last two years of high school using longitudinal data on 36 sophomore students from each of 1,015 high schools. Marsh contends that participation in extracurricular activities, even those not obviously associated with academic achievement, shows an increase in commitment to school and school values. This, in turn, had an indirect effect on increased academic success and the feeling of belonging or connectedness at school.
McNeal (1995) furthered the study of dropping out of high school. He looked at the types of extracurricular activities and their impact on the likelihood of dropping out of school. McNeal's data were taken from the 1980 National Center for Educational Statistics. The results of his study indicated that participation in athletics and fine arts, but not participation in vocational or academic clubs, significantly reduced the likelihood of high school students dropping out of school.

A National Association of Secondary School Principal study (1984) found that most students feel that involvement in extracurricular activities did not detract from student academic success at school. Student responses also indicated that athletic success was more highly regarded by other students than scholastic success. In the NASSP study it was determined that when the students perceived that teachers and administrators placed a high value on academic achievement, students tend to regard scholastic achievement as a worthy goal as well.

Research has found that even the community can benefit from student participation in student activities. Lindsay (1984) found in a longitudinal study that students who participated in extracurricular activities in high school were more predisposed to becoming involved in social activities later on in
their life. Lindsay found that higher participation in extracurricular activities was also associated with higher participation in voluntary social activities as an adult.

A variable often ignored in the study of extracurricular activity programs is the number of specific activities in which a student finds time to participate. In their study, Jacobs and Chase (1989) identified separate groupings according to student level of involvement in extracurricular activities. Jacobs and Chase identified a higher participation group and a lower participation group according to the number of activities students participated in on an annual basis. The higher participation grouping was considered to be a student involved in four or more extracurricular activities, while the lower participation group was involved in one activity or fewer.

Jacobs and Chase (1989) also found that the higher participation group had higher grade point averages, more positive attitudes toward school, and higher educational goals and aspirations. Another important factor found was the effect after-school jobs had on the level of participation in student activities. Students in the lower participation group were likely to work more than 20 hours each week.
Conners (1999) explored whether participation in extracurricular activities kept marginally academic students in school. Her study focused on the idea that there may be a connection between extracurricular activity participation and the reduction of drop out rates. The information she gained from studying extracurricular activity participation pointed to the importance of team building types of activities and participating in activities for more than seven hours per week as having a positive relationship to school persistence.

Camp (1990) also found that the student level of participation in activities produced a direct relationship to their academic achievement. In his study, Camp found that the effect of level of participation in activities had twice the effect of study habits, which is generally regarded as an important variable in academic achievement.

Schools in the United States have been committed to the restructuring movement and school improvement process of the goals of the “America 2000” (1991) initiative. Throughout the United States, many schools have increased academic requirements, lengthened the school day, limited time out of class, realigned standards and benchmarks of their curriculum, and drastically cut the budgets and programs from their extracurricular programs.
These changes have had a dramatic effect on extracurricular activity participation.

During this time of school restructuring and reform, educators have been required to consider the purpose and objectives of extracurricular activity programs and how the associated learning activities assist their students to achieve the desired outcomes of a complete educational program. Extracurricular activities encourage personal accomplishments and the development of interpersonal skills. Students who participate in extracurricular activities have opportunities to assume meaningful roles and responsibilities (Standfort, 1985).

Educators are not the only professionals to recognize the importance that extracurricular activities play in education. Klesse (1994) cites a survey of more than 100 corporate recruiters who ranked grades near the bottom of the list of skills they considered most important in their final hiring decisions. Employers are interested in student interpersonal skills, problem solving and communication skills, technical knowledge, and good judgment. Student participation in extracurricular activity programs can generate feelings of self-worth and belonging, promote understanding among diverse groups while building student responsibility in the school and community.
School Climate

The emergence of school climate awareness can be identified as early as the 1918 Commission on the Reorganization of Secondary School Education (Fox, 1973). This commission identified the principles of personal health, a command of fundamental processes, vocational efficiency, good citizenship, worthy home membership, worthy use of leisure time, and ethical character as its strategic principles.

School climate is defined as the shared perceptions of groups of people about what is present or absent in a school environment. Studies of school climate assume that a positive school climate is the ultimate outcome of effective schools. These studies fail to assess the climate of the school as a mediating variable that may influence, positively or negatively, the levels of student satisfaction and student productivity. Many studies have relied on logical thinking in their design without examination of the effects such an environment has on student outcomes of satisfaction and productivity in the school setting (Fraser, 1989).

Halpin and Croft (1963) undertook a substantive study concentrating on the school organizational learning climate, instrumental in promotion of school climate. In 1963 they published a school climate survey. Their
Organizational Climate Description Questionnaire (OCDQ) became the most commonly used climate instrument of its time. The OCDQ describes the school as having an open or closed climate without examining the effects such an environment would have on students in their specific school environment. Halpin and Croft assumed that actual behavior is less important than perceived behavior. Their assumptions continue to influence school climate research methodology today.

Hoy and Miskel (1991) provided a definition of climate within the school context. They contend that school climate is a relatively enduring quality used to describe the perceptions of the general school environment. The school climate experienced by all participants affect their behavior and is based on the collective perceptions of the different behaviors in a specific school. Hoy and Miskel found that school climate is influenced by the formal and informal organization, personalities of the individuals, and the leadership of the organization.

The affective dimension of the school climate focuses on the characteristics that reflect the student’s attitudes and feelings of caring, cohesiveness, high morale, opportunities for participation, respect, and trust. The concept of school climate also surfaced in the Effective Schools
Movement (Lezotte, 1980). The Effective Schools Movement associates high student achievement with a safe and orderly school climate, strong administrative leadership, high staff expectations, and the continual monitoring of student progress (Georgiades, Fuentes, & Snyder, 1983).

The recent school improvement movement has focused on the results of Effective School Research to assess school effectiveness and to implement the essential elements found in effective schooling (Lezotte, 1980). In the effective school there is an orderly, purposeful, businesslike atmosphere that is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning. In the effective school there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and they believe that they have the capacity to help all students attain that mastery.

School climate is the visible expression of a school's culture and it measures how groups of people in general view the school culture, their perceptions of an organization and its members, and how satisfied they are with the school (Keefe & Jenkins, 1998). If this is accurate, then clearly communicating these values, goals, and beliefs, and implementing the sound
organizational practices that support their attainment will establish the foundation for everything the school does.

School climate has a significant impact on implementing school reform. Trust, respect, mutual obligation, and concern for the welfare of others can have powerful effects on teacher and student interpersonal relationships as well. This mutual respect and trust can also effect student academic achievement and overall school progress and developing a sense of community at school (Manning & Saddlemire, 1996).

The Effective Schools Research (Lezotte, 1980) focused on educational reform, the school improvement process, and the assessment of schools in the areas of student achievement and school climate. Few educators and researchers deny the importance of a positive school climate. They contend that a positive school climate is a key component in encouraging students to learn. Lezotte defined school climate as the relatively permanent and enduring pattern of shared perceptions of the characteristics of a school and its members. Student satisfaction with school climate was described as students' affective response to their environment at a given point in time.
School improvement has been emphasized in legislative and administrative branches of both state and national government. An important theme in the school improvement process has been the impact of school climate on the school improvement process (Coppedge & Exendine, 1987). The idea of school climate is one that has different meanings to different individuals and coming to a common understanding is not easy. Individual definitions of school climate are often as different as the population being studied.

Sweeney (1988) defined school climate as a term used to describe how people feel about their school. Sweeney described school climate as the combinations of beliefs, values, and attitudes shared by students, teachers, administrators, other staff members, and parents. Each individual involved in the school plays an important role in the life of the school. Sweeney contends that when a school has a positive school climate, people feel proud, connected, and committed.

By whatever definition, school climate has become a key element in the study of school improvement and effectiveness. Educational leaders need to study the climate of individual schools to determine how school climate may affect student achievement. Borger and Walberg (1985) conducted an
extensive review of literature regarding effective schools. The analysis of their review of literature found eight school effectiveness components. In their review, school climate emerged as one of the main constructs. The other areas of school effectiveness included a safe and orderly environment, clear and consistent rules, a sense of student identity, and school pride as the most commonly mentioned components.

A positive school climate can produce a certain joy in coming to school for both students and staff (Sweeney, 1988). Schools found to have positive school climates have a supportive and stimulating learning environment, are student-centered, set high expectations, and provide feedback and reward to their students. Sweeney went on to identify a sense of closeness and a strong focus on communication, achievement, and trust in a positive school climate.

Sweeney (1988) identified some basic steps for the process of improving school climate. Sweeney specified the school improvement steps as a process rather than an event. These process steps were first to inform and involve the people necessary to the improvement process. The next step was to determine what will be assessed, then to use this information to set school climate improvement goals. Sweeney stressed the importance of focus on one or two major improvement areas, then the development of steps.
toward an action plan for improvement. The action plan must spell out how, who, what, and when the plan should involve. The final steps are to implement, monitor, provide feedback, and evaluate the school climate improvement process.

Miller (1982) has found that not all schools view these school improvement processes with the same enthusiasm. School climate improvement indicates a change that can be viewed as a threat to the security of the status quo which can lead to a sense of anxiety and concern. Studies of school climate have exploded over the past two decades but efforts to transform these studies into action are just beginning.

The relatively recent focus on school improvement fostered by the Effective Schools Movement and subsequent school reform efforts has caught educational leaders unequipped to meet the requests for school assessment instruments. Much of the data and information is reflective of the study of the previously developed instrument specified earlier as the Organizational Climate Description Questionnaire credited to Halpin and Croft (1963).

Sweeney (1988) developed a school climate assessment at Iowa State University. In his School Improvement Inventory, the students, staff, and parents are directed to rate six functions carried out by the building.
administrator. The areas identified are human resource management, instructional leadership, learning environment management, non-instructional management, pupil personnel, and school and community relationships.

The NASSP developed a School Climate Survey where students, staff, and parents are directed to items in the areas of the teacher and student relationships, security and maintenance, administration, student academic orientation, student behavioral values, guidance, student or peer relationships, parent, school and community relationships, instructional management, and student activities. The results are reported in numeric format and compared to national norms (Kelly, Glover, Keefe, & Halderson, 1986).

The concept of school climate has been a central focus of the Effective Schools Movement and is an important variable associated with improved student achievement. Educational leaders have not decided exactly which variables are critical in establishing a positive school climate. Often these variables are the focus of locally determined goals and objectives in the school improvement process. Effective leadership, consistent discipline, and cooperation are common variables recognized by most educators. When educational leaders work within their individual schools to develop a school
improvement plans, the assessment of their school climate is one of the first steps in the process (Curran, 1983).

**Extracurricular Activities and School Climate**

The literature regarding extracurricular student activities and school climate indicates that some of the same benefits shown to be gained through participation in extracurricular activities are the same as those recognized by the assessment of school climate. Curran (1983) listed 11 common characteristics of effective schools used in the self-evaluation process for school effectiveness. These characteristics include a positive school climate and an extensive extracurricular activity program. Curran believes extracurricular activities contribute significantly to the level of positive school climate and are as much a part of the school curriculum as the formal course offerings.

Because the education of our young people is so crucial to the future of our nation, it is important to identify as many variables as possible with the potential to enhance learning and impact school effectiveness. Crain (1981) posits that effective schools have higher levels of student participation in extracurricular activities. These same schools have fewer alienated students who have a more positive attitude toward school. Crain contends that the
school's ability to teach academic subjects is enhanced because of the student's feelings of connectedness.

Student activities affect three areas of school climate. Dodd and Konzal (1999) identified these areas as: teacher-student relations, parent and school-community relations, and instructional management. Extracurricular activities involve students, parents, and community members in an environment that is non-confrontational, exciting, and consumed with school spirit. These traits foster a pleasant environment, promoting a positive school climate. This same attitude may be carried over into the classroom atmosphere and affect entire learning process.

Students who participate in activities not only achieve at a higher level academically, but also enjoy school more which will ultimately enhance their perception of school climate (Jacobs & Chase, 1989). In their study, Jacobs and Chase did not determine whether the activities made school more enjoyable or that those students who enjoyed school participated in more extracurricular activities. They suggested that if participation in activities leads to student appreciation and enjoyment of school, then getting more students involved in extracurricular activities may be a positive way to keep
students more interested in school, lead to a more positive perception of school climate, and help prevent students from dropping out of school.

Studies by Holland and Andre (1987) indicate that participation in extracurricular activities was positively correlated with positive personality and social behaviors. They show that although such correlations have been found, they have not demonstrated that participation in extracurricular activities causes these desirable outcomes. They felt that pre-existing personality or social dispositions may account for the observed correlations between participation and prosocial behaviors. Extracurricular activities serve to socialize and connect students to school. If schools are to meet the challenges of educating all students, they must accept the ever increasing role of extracurricular activities.

Many schools are focusing all their school improvement efforts only on the established curriculum and organization typically found in the exit outcomes that students can demonstrate when they leave school. The utilization of extracurricular activities to assist students in the achievement of program outcomes is important because some students see these
extracurricular activities as the only relevant part of their education (Reum, 1992).

Activities to Foster Intercultural Harmony

In many school settings across the United States intercultural tensions are major impediments to improving student achievement, social behavior, and student attitudes. These tensions manifest themselves between students and between students and staff members (Klugman & Greenberg, 1991).

Recent studies have determined that schools that actively promote extracurricular participation improve their racial climate. The National Coalition of Advocates for Students (1985) reported that the education of minority and poor students suffers from their virtual non-involvement in school activities. It also cites their under-representation in programs for the gifted and talented and over-representation in special education programs, discipline referrals, suspensions, dropouts, and expulsions. Extracurricular activities provide opportunities which could enhance attitudes toward school, but the benefits from extracurricular activity participation appears to be greater for whites than for minority students.

Over the past several decades there have been many intervention programs developed with the primary goal of teaching respect for cultural
diversity among school age youth. Programs that show the most promise include programs that increased the awareness of cultural diversity and a strengthened sense of belonging to a group. These programs work to strengthen positive ethnic and group identity to build the critical foundations of attitude, knowledge and behavior related to intercultural harmony (Elias, 1994).

Rapid economic and industrial growth has brought millions to America in search of economic security and a better way of life. Wanting to be sure that the beliefs and traditions of the nation were preserved, politicians encouraged them to find their way to the schools. Horace Mann referred to American schools as the Great Equalizer (Lucas, 1972). Schools were seen as an important agency for cultural assimilation. In 1881, J. H. Smart, President of the NEA, said,

I believe that the American school room is a place in which that wonderful change takes place, by which children of every land and every tongue, of every religious creed and every political faith are transformed by subtle assimilating processes, from aliens and strangers into sympathetic membership in the greatest and best political organization the world has ever seen. (Lucas, 1972, p. 470)

Schools may be one of very few settings where people are still required to work alone a great deal of the time. Most adult settings require the ability
to work together for the successful achievement of a common goal. Banks (1999) contends that schools need to make social competency a centerpiece of their curriculum. Cooperative learning has been recognized as a powerful technique in helping students gain higher-order thinking skills than they would by working alone. These are particularly important life skills needed to successfully navigate citizenship in an increasingly pluralistic society.

Research suggests that multicultural education techniques and cooperative teaching strategies can help students develop more positive attitudes and interracial friendships at school.

The student population of many American high schools is more diverse than the neighborhoods in which the students live. While the country's total population grew nearly 10%, the Non-Hispanic White population grew only 6%. Conversely, African-American populations grew 13%, Native Americans 38%, Hispanics of all races grew 53% and Asian-Pacific Islanders grew 108%. Not only is there a disparity among the ethnic growth rates, but the concentration of these groups in certain geographic regions of the country means that school systems need to prepare for differing educational demands. It is estimated that by the year 2010, 12 states will have minority populations outnumbering the current majority population (Hodgkinson, 1995).
Fuchs (1990) points out a disturbing historical fact regarding America's historical reaction to a changing ethnic landscape. With each upsurge in immigration and migration patterns, ethnic conflict, bigotry, and violence were also surging. At the same time the schools struggle with these very issues of violence and racial unrest. Ethnic groups making up our population number in the hundreds. Rising ethnic populations throughout the 1960s and 1970s created a demand for greater acceptance and acknowledgment of people who contributed so much to the development of this country. Political, social, and economic advancement of minorities and women into middle and upper classes allowed for far more ethnic interaction than has ever been experienced.

Since the 1954 Brown v. Board of Education landmark court decision which desegregated schools, more and more children find their classmates to be different in many ways. Desegregation brings the opportunity for harmony, but there is the potential for more conflict unless there are interventions to improve understanding and tolerance (O’Neil, 1993).

The challenge for educators is how to provide a climate conducive to effective learning when so many young people arrive lacking the social competencies and attitudes needed for appropriate intercultural interaction.
Vast amounts of time are taken from the task of educating students when classroom disruptions take up teacher time, attention and energy. As society becomes more pluralistic, it becomes increasingly urgent that we spend the time in proactive measures outside the regular curriculum to resolve the issues of multicultural relations to ensure effective schools (Kadel & Follman, 1993).

At this same time, the American family, once the basis for teaching values and morality, has made dramatic changes as well. Reiss and Roth (1993), citing the United States Census Bureau, reported that in 1990 52% of marriages ended in divorce. Single and two working parent homes have become the norm. School age youth are more and more likely to be unsupervised, left alone and looking for a place to belong. Violent youth offenders tend to have experienced poor parental support or separation from their parents when they were children.

In a school setting where many diverse beliefs, values, and personalities converge, it becomes essential that common ground be found and that behavioral expectations that disagree with the school’s culture are addressed. Multicultural education, social understanding, and violence prevention programs share similar goals and desired outcomes. Each
program seeks to produce young citizens who can successfully communicate and make a positive future in an ever-changing society. If positive social intercultural relationship is the desired goal, then interventions need to be specifically designed to address that goal (Schofield, 1978).

The benefits of gaining social decision making and problem-solving readiness skills and intercultural sensitivities are that these skills are critical in the avoidance of negative social interactions. All students, not a select few, need to learn how to manage conflicts. Schools must foster a positive climate and establish expectations to help students understand that conflicts are a natural part of life that must be resolved without violence as well as providing a safe and positive learning environment (Johnson & Johnson, 1995).

Once the student has developed an insight into the emotions of a situation the next step is to have a systematic approach to resolving the conflict. Allport's (1954) contact theory supports this social-cognitive approach as having the opportunity for success. The mere act of bringing different people together does not guarantee that they relate harmoniously.

Intergroup contact may reinforce previously held stereotypes and increase hostility unless the contact situation provides equal status for minority and majority group members and provides strong institutional
support for positive relations. Schofield (1978) stipulates that under certain conditions, contact between different racial and ethnic groups can bring about understanding, acceptance and reductions in prejudice as well as reduction of violence.

Widespread concern about intercultural relations is also growing due to the profound changes taking place in the composition of American population and the increasingly diverse student population. These changes are causing the United States to become a more culturally diverse nation than ever before. In 1980, five out of six Americans were White and only one of six was African American, Hispanic, or Asian. By the year 2000, the proportion of whites will have dropped to two out of three, while the minority proportion will have doubled to a third. Hispanics, Asians, and immigrant whites will come from many different countries and cultures (Banks 1991).

At the same time that our student population is becoming more multicultural, the teaching profession is becoming more mono-cultural. In 1985, approximately 88% of the United States teaching force was white. By the year 2000, this percentage is expected to increase to 95%. This imbalance can be a source of intercultural tension since the values and teaching and learning approaches of the predominantly white staff can often
work to the academic and social advantage of white students and to the

These changing demographics encourage us to expand our understanding of intercultural strife and the need to address the terms prejudice and discrimination most often associated with victims of racism, sexism, and bigotry. Narrow views of these social phenomena may prevent our acknowledging and addressing other less familiar forms of prejudice and discrimination that occur in the social worlds of children and adults. Socioeconomic class bias against the disabled, aesthetic discrimination against those who do not meet cultural expectations of attractiveness and biases against certain lifestyles, all involve prejudices and discriminatory practices that have been observed among school children (Fennimore, 1996).

Recent research on intercultural relations and multicultural education has gone beyond issues of race and ethnicity to include other groups that have been targets of prejudice and discrimination. Originally linked only to concerns about racism in schools, multicultural education has expanded to address sexism, classism, and disability (Sleeter & Grant, 1987). A research link between multicultural education and increased intercultural harmony is a difficult task because the term has such a broad array of activities. In their
review of literature, Sleeter and Grant (1987) identified programs and activities for multicultural education and clustered these into several categories:

1. Business as usual with minimal compliance to civil rights laws: such activities typically involve mixing students in school on the basis of race, sex, and disability, but keeping to very traditional curriculum and instruction. This approach is characterized by a belief that cultural assimilation is desirable.

2. Teaching the culturally different and disabled: this approach is based on the conviction that cultural assimilation is desirable and that it will occur more efficiently if nonmainstream students are offered instructional strategies and materials that accommodate language and cultural differences until the students can succeed without these bridges.

3. Human relations studies based on the assumptions that tolerance of differences is desirable and people who differ should treat each other humanely: this approach typically involves adding to the standard curriculum and instruction some additional activities promoting cross-group interactions and opportunities for all to succeed.

4. Single group studies: developers of these activities hold to the idea that cultural assimilation is undesirable and that knowledge and appreciation
of different group histories, cultures, and contributions will foster such appreciation. Courses on specific groups are offered alongside the regular curriculum.

5. Multicultural education: though all of these approaches have been identified as multi-cultural education, Sleeter and Grant (1987) contend that true multicultural education is aimed at reducing social stratification and assimilation by promoting knowledge and appreciation of America's diverse culture.

Multicultural education has been a reform movement aimed at changing the content and processes within schools. Originally linked only to concerns about racism in schooling, it has expanded to address sexism, classism, and disability. Multicultural education should help students to develop the knowledge, attitudes, and skills to participate in a democratic and free society. Then, multicultural education promotes the freedom, abilities, and skills to cross ethnic and cultural boundaries to participate in other cultures and groups (Banks, 1991).

Prejudice as defined by Allport (1954) is an aversive or hostile attitude toward a person who belongs to a group simply because he belongs to that group and is, therefore, presumed to have the objectionable qualities ascribed
to the group. The researchers whose work was consulted in preparation for this report have focused attention on various forms of prejudice such as racism, ethnocentrism, sexism, homophobia, anti-Semitism, disability, ageism, and socioeconomic bias.

Allport (1954) published a theory of interracial and interethnic contact. Allport concluded that contact can reduce prejudice and foster positive relationships among members of different cultural groups under certain conditions. These include opportunity to get to know each other as individuals, common interests and similar characteristics, social norms favorable to association between groups, circumstances favoring cooperation, and the opportunity to advance individual or group goals through cross-cultural interaction.

Researchers have validated Allport's findings and identified additional conditions under which intercultural contact among students is beneficial, including extracurricular, social, and academic conditions. The outcome of a project designed to increase mutual knowledge and improve mutual attitudes of students was found to dramatically improve intercultural understanding and appreciation (Foster, 1989).
Besides being characterized by negative feelings or discriminatory behavior, prejudice is also characterized by faulty thinking. Common fallacies of reasoning, such as over generalization and failure to follow a line of reasoning through to its logical conclusion, are intrinsic features of prejudicial thinking. While a cognitive function such as critical thinking is usually insufficient by itself to eradicate prejudice, research shows that applying critical thinking skill has been effective in reducing prejudice in some subjects by revealing that it is not logically supportable (Walsh, 1988).

Researchers have identified other instructional behaviors and schooling practices that are ineffective, antagonize learners, and increase intergroup tensions. Films, plays, and dramatizations which are thinly veiled vehicles for propagating a particular set of beliefs and values frequently meet with resistance. Human relations training and direct antiprejudice lessons often have effects similar to those produced by dramas and for similar reasons. Pate (1988) contends that when people perceive that they are required to participate in activities designed to change their thinking, they frequently rebel, with the effect that the level of prejudice increases.
Summary

The review of literature suggests that extracurricular activities can play an important role in the development of a positive school climate when the participating students perceive themselves to be a part of a group involved in a worthwhile activity. Many students view their involvement in extracurricular activities as the most important part of their high school experience. The review of literature is rich with examples from previous studies which positively associate extracurricular activity participation with social and academic benefits.

Extracurricular activities stress the goal of teaching students to be responsible and are filled with opportunities that develop character, critical thinking, social skills, and their individual talents. They provide students with a network to communicate with peers and adults who have similar interests and provide for that sense of belonging that Adler (1924) termed the feeling of community. Adlerian psychology strives to encourage the development of cooperative individuals and teach the ideals of social equality.

The literature regarding extracurricular student activities and school climate indicates that some of the same benefits shown to be gained through participation in extracurricular activities are the same as those of positive
school climate. Students who participate in activities not only achieve at a higher level academically but also enjoy school more which will ultimately enhance their perception of school climate.

There have been many programs developed with the primary goal of teaching respect for intercultural diversity among school age youth. Interventions that show the most promise include programs that increase the awareness of cultural diversity and strengthen the sense of belonging to a group. These programs work to strengthen positive ethnic and group identity and to build the critical foundations of attitude, knowledge, and behavior related to intercultural harmony.

The ideals of extracurricular activities were introduced as a means of facilitating social cohesiveness among diverse groups. The extracurricular activities continue to offer a wide scope of activities that engage and enhance a diverse student body. If positive social intercultural relationship is the desired goal, then interventions need to be specifically designed to address that objective. Given this critical challenge, the extra curriculum of student activities becomes central to producing a positive school climate.
CHAPTER III

METHODOLOGY

Purpose

The purpose of conducting this research was to determine if there were relationships among student involvement in extracurricular activities and student satisfaction with school climate. The instrumentation and procedures used to determine if there were a relationship are described in this chapter.

Instrumentation

The National Association of Secondary School Principals (NASSP, 1989) Student Satisfaction Survey instrument was used in this study. Research techniques also included the completion of the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire (SEADQ) to determine the number and type of extracurricular activities that students participated in on an annual basis.

NASSP Student Satisfaction Survey

The National Association of Secondary School Principals (NASSP) Student Satisfaction Survey is a 46-item Likert scaled instrument (see Appendix D) piloted with the assistance of high school teachers, students, and school administrators in Michigan. Respondents are asked to rate their
perceptions of satisfaction with school climate on eight dependent variables.
The specific variable subscales included on the survey are student perceptions
of teachers, fellow students, school work, student activities, student
discipline, decision making opportunities, school building, and
communication.

National field-testing was conducted through Western Michigan
University with the responsibility for development and final editing
coordinated by Dr. Paul Berge. Thirty-five schools representing key
variables of geography, size, governance, and student characteristics
participated in the norming study (Halderson et al., 1989). This researcher
talked with Dr. Berge, at the CASE Scoring Service Center at Western
Michigan University to obtain permission to use this instrument in this
research and followed his directions to obtain the necessary data processing
of the survey results.

In the development of the pilot versions of the NASSP Student
Satisfaction instrument, hundreds of items were assembled from existing
research surveys in the area of student satisfaction. Dimensions and
components of student satisfaction were identified and principals, researchers,
and students reviewed the items and tested their conceptual fit within the
specific categories. This process provided evidence that supports that the surveys would have face and content validity (Keefe, 1989).

The internal consistency coefficients have been calculated for each of the eight separate subscales based on data collected in pilot and normative studies. Internal consistency, as measured by Cronbach's alpha, provides an estimate of the degree to which items on a given scale are perceived as similar in meaning at the time of administration. The average of the internal consistency reliability of all eight subscales is .81, ranging from .76 for Schoolwork to .83 for both the Student Discipline, and Decision Making opportunities subscales. Estimates of test-retest reliability were obtained using the same survey instrument for both initial testing and retesting over an interval of three weeks. The test-retest coefficients obtained for the eight different student satisfaction subscales range of estimates of reliability of .62 to .89 (Halderson et al., 1989).

**Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire**

The Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire (SEADQ) was developed by the researcher to determine individual student involvement in activities offered at the high school (see...
Appendix C). The Student Activity Handbook was reviewed in the development of this instrument to determine the number and variety of extracurricular activities offered at the high school. Participation in any specific extracurricular activity was determined to mean the student was involved in at least 50% of the group or organization's activities.

Forty-six different extracurricular activities were listed under seven different activity categories including: Student Government (2), School Organizations (12), Guidance Department Programs (8), Athletics (14), Music (4), Student Publications (2), and Intramurals (4). Male students had the opportunity to participate in 10 athletic programs and cheerleading opportunities. Female students may select from 12 different athletic and cheerleading groups during the school year.

According to the school district Conduct Code for Extracurricular Activities Policy (see Appendix B), there are certain academic and behavioral eligibility requirements that may limit participation. These requirements focus on academic and behavioral "good conduct" and are expressed in the School Board policy handbook. Eligibility requirements are also communicated by the activity's coach or sponsor, Activities Director, and the school administration.
A pilot study was conducted using the SEADQ at the high school to determine the clarity and accuracy of completion of the questionnaire. Accuracy of responses to the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire was compared for accuracy with official Guidance Department records intended to track individual student involvement in extracurricular activities. Following the initial pilot, the questionnaire was revised to allow for students to "fill in the blank" with any type extracurricular activity they were involved in that was not included on the instrument. The results of the pilot study indicated that all the students who participated in the pilot study accurately represented their level of involvement on the questionnaire.

Sample

This investigation focused on the satisfaction of students from a public high school in the Midwestern United States. The respondents for this study consist of a sample of the approximately twelve hundred 10th through 12th grade students. More than 400 students were surveyed during the second semester of the 2000-2001 school year. Six introductory classes were selected in each of the academic areas of Math, Science, and English as
representative classes of the school. The sample was homogeneous with respect to ethnicity. The vast majority of the students (92%) were white, not of Hispanic origin.

The setting for this study is a city with approximately 36,000 citizens having a school district with six elementary schools and two, 7th through 9th grade junior high schools. The school district has a total of approximately 4,500 students. There is a comprehensive University in the city with undergraduate and graduate level programs. A Community College is located in a larger adjoining community of approximately 68,000 people. More than 14,000 students attend the University and upwards of 4,000 students attend the Community College.

Research Techniques

The NASSP Student Satisfaction survey and SEADQ were distributed to students in their regular third hour classes. Teachers were given specific instructions on how to administer the instruments to maximize the number of accurately completed questionnaires. The instruments were pre-numbered and distributed together to ascertain dependent variable information while maintaining the anonymity of each student. Student responses from the SEADQ were evaluated to determine their level of participation in
extracurricular activities. Each instrument took approximately five minutes to complete.

After the students completed their questionnaires, their teachers were instructed to collect them, ensuring that each student used the same pre-numbered questionnaire and survey. The completed forms were returned to the office. Teachers were instructed to survey those students that had been absent on the day of the survey when they returned to school. After all the forms were returned, the results regarding the individual student’s extracurricular activity involvement from the SEADQ were transposed to the NASSP instrument.

The completed NASSP surveys were sent to Western Michigan University to be scored at the NASSP Comprehensive Assessment of School Environments (CASE) Survey Research Center. Data gathered from the NASSP Student Satisfaction survey were transferred to computer disk and analyzed using SPSS (Statistical Packages for the Social Sciences) (2000) for the findings.

The instructions for the survey indicated that students should provide a response to all the questions. George and Mallery (2001) interpreted SPSS recommendations that suggest only respondents who completed a minimum
of 85% of the items on their survey should be used in the data analysis. Of
the 455 students surveyed, 430, or 94.5% of the students, provided useable
information for data analysis.

Descriptive statistics of mean and standard deviation were computed
for each of the eight subscales and the overall instrument on the NASSP
Student Satisfaction Survey. The data for all respondents and for the
subgroups of extracurricular activity participation level and Harmony
Program facilitators were also reported. Because there were only two groups,
the research questions lend themselves to a comparison between the mean
scores using correlation research.

Summary

This study was conducted to determine the relationship between
students’ involvement in extracurricular activities and their perceptions of
satisfaction with school climate. The research methods used to determine the
relationship between the variables are described in this chapter. This study
surveyed the perceptions of students in order to determine the level of student
satisfaction, according to the eight specific subscale scores that relate to their
school climate.
Selected characteristics of student involvement in extracurricular activities were used to examine the relationship that existed between these characteristics and student feelings of satisfaction with school climate. The students completed the NASSP Students Satisfaction Survey along with the SEADQ to determine their extracurricular activity involvement at the high school. The results of the research and analysis of the data are presented in Chapter IV.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of conducting this research was to determine the relationship between students’ participation in extracurricular activities and their satisfaction with the components of school climate. From the approximately 1,200 students enrolled at a Midwestern High School during the 2000-2001 school year, a representative sample of more than 400 students were surveyed using the National Association of Secondary School Principal (NASSP, 1989) Student Satisfaction Survey. The 10th through 12th grade students were also given the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire (SEADQ) to measure their levels of involvement in extracurricular activities. The data collected through this research and a summary analysis of the findings are presented in this chapter.

Research Question/Hypothesis 1

Research Question 1. What is the relationship between the level of involvement of students in extracurricular activities and their perceptions of satisfaction with school climate?
Hypothesis 1. The greater the number of extracurricular activities in which students participate, the greater their degree of satisfaction with their school climate.

Null Hypothesis 1. There is no relationship between the number of extracurricular activities in which students participate and their level of satisfaction with school climate.

The relationship between students’ level of extracurricular activity participation and their satisfaction with school climate was examined to answer the first research question. Null Hypothesis 1 was examined using the data collected from the NASSP Student Satisfaction Survey and the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire.

The data were reported for each of the eight student satisfaction areas, as well as for the total overall mean, combining each of the eight subscale means. Null Hypothesis 1 was tested using correlations (see Table 3) to compare the response scores of the independent variables (level of extracurricular activity involvement) with the dependent variables of student satisfaction with school climate.
Research Question/Hypothesis 2

**Research Question 2.** What is the relationship between students’ involvement as a dialogue facilitator in an extracurricular activity program for the promotion of intercultural harmony and their perceptions of satisfaction with school climate?

**Hypothesis 2.** Students who participate as dialogue facilitators in an extracurricular activity program for the promotion of intercultural harmony will exhibit a greater degree of satisfaction with school climate than students who do not serve as Harmony Program facilitators.

**Null Hypothesis 2.** There is no relationship between student participation as a dialogue facilitator in an extracurricular activity program for the promotion of intercultural harmony and student satisfaction with school climate.

Students’ involvement in an extracurricular activity program for the promotion of intercultural harmony and their satisfaction with school climate survey results were examined to answer the second research question. Null Hypothesis 2 was examined using the data collected from the NASSP Student Satisfaction Survey and the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire. The data for the student involvement in the
Harmony program was represented by values of 1 = participant in the Harmony Program, and 0 = non-participant in the Harmony Program.

The data were tested using correlation analysis to compare the response scores of the independent variable (involvement in Harmony Program) and the dependent variables of student satisfaction with school climate as identified in the NASSP Student Satisfaction Survey (see Table 5). The variables analyzed in this hypothesis were represented by a dichotomous variable (involvement in Harmony Program) and a continuous variable (student satisfaction). Because one of the variables was continuous and one variable was dichotomous, the data were tested using correlation analysis.

An alpha level of .05 was established to determine whether the null hypothesis should be accepted or rejected.

**Findings**

Student scores from the NASSP Student Satisfaction Survey were examined to identify the student's battery of scores on each of the eight subscales areas identified on the survey. Participants also completed the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire to determine their level of involvement in extracurricular activities during the school year. The data collected were scored at Western
Michigan University NASSP: CASE Testing Center and analyzed using the Statistical Packages for the Social Sciences (SPSS 10.0).

The students' levels of extracurricular activity participation were divided into six different levels (see Table 1) according to the number of activities in which the students participated. The levels of participation ranged from non-participation (0) in extracurricular activities to five or more (5+) activities. The NASSP Student Satisfaction Survey data were reported for each of the eight subscale areas of student satisfaction identified on the instrument. Given a range of survey response scores from 1 (very unhappy) to 5 (very happy), the overall survey (mean score) response increased with each successively higher number of extracurricular activity involvement (see Table 4).

Table 1 shows the number and percentage of students involved in each level (0 to 5+) of extracurricular activity participation. The overall survey means were higher for students with successively higher level of extracurricular activity participation. The students were further disaggregated by their involvement in the extracurricular activity for the promotion of intercultural harmony (Harmony Program). The overall survey mean was higher for Harmony Program participants as compared to non-participants in
the Harmony Program. The data on Table 1 were reported for all respondents that completed a minimum of 85% of the 46 items on the NASSP Student Satisfaction Survey.

Table 1

Levels of Activity Participation (Including the Harmony Program) and NASSP Student Satisfaction Survey Means

<table>
<thead>
<tr>
<th># of Activities</th>
<th># of Students</th>
<th>% of Students</th>
<th>Overall Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>81</td>
<td>18.8</td>
<td>2.73</td>
</tr>
<tr>
<td>1</td>
<td>112</td>
<td>26.0</td>
<td>3.11</td>
</tr>
<tr>
<td>2</td>
<td>91</td>
<td>21.2</td>
<td>3.26</td>
</tr>
<tr>
<td>3</td>
<td>74</td>
<td>17.2</td>
<td>3.46</td>
</tr>
<tr>
<td>4</td>
<td>39</td>
<td>9.1</td>
<td>3.51</td>
</tr>
<tr>
<td>5 or more</td>
<td>33</td>
<td>7.7</td>
<td>3.69</td>
</tr>
</tbody>
</table>

| Harmony participant | 121 | 28.1 | 3.46 |
| Non-Harmony         | 309 | 71.9 | 3.12 |
Table 2 represents the subscale means and the overall mean for all students surveyed. The means were also disaggregated for Harmony participants and non-participants in the Harmony Program. This table shows that Harmony Program facilitators had higher mean subscale scores than Non-Harmony participants for each of the subscales of student satisfaction as measured on the NASSP Students Satisfaction Survey. These successively higher subscale means do not imply that these data are statistically significant. Table 3 shows the correlations observed between the number of extracurricular activities in which students are involved and student satisfaction with the components of school climate using the SPSS version 10.0 Correlation Analysis. An alpha level of .05 was established to determine whether the null hypothesis should be accepted or rejected. Results of the research showed differences in effect size of the correlations for students' perceptions of satisfaction with school climate in relationship to both their level of involvement in extracurricular activities, and their involvement in the Harmony Program.

Cohen (1983) classified the effect size as small (.10 to .29), medium (.30 to .49), and an effect size of .50 and above was classified as a large effect size. The greater the correlation, the larger the effect size.
Table 2

**NASSP Student Satisfaction Survey Means and Student Involvement in Harmony Program**

<table>
<thead>
<tr>
<th>Subscale Name</th>
<th>(N = )</th>
<th>All</th>
<th>Harmony</th>
<th>Non-Harmony</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers</td>
<td>(419)</td>
<td>3.23</td>
<td>3.58</td>
<td>3.10</td>
</tr>
<tr>
<td>2. Fellow Students</td>
<td>(420)</td>
<td>3.42</td>
<td>3.59</td>
<td>3.35</td>
</tr>
<tr>
<td>3. School Work</td>
<td>(417)</td>
<td>2.90</td>
<td>3.08</td>
<td>2.82</td>
</tr>
<tr>
<td>4. Student Activities</td>
<td>(400)</td>
<td>3.54</td>
<td>3.98</td>
<td>3.35</td>
</tr>
<tr>
<td>5. Student Discipline</td>
<td>(425)</td>
<td>3.20</td>
<td>3.45</td>
<td>3.11</td>
</tr>
<tr>
<td>6. Decision Making</td>
<td>(393)</td>
<td>2.76</td>
<td>2.93</td>
<td>2.68</td>
</tr>
<tr>
<td>7. Building, Supplies</td>
<td>(419)</td>
<td>3.65</td>
<td>3.69</td>
<td>3.63</td>
</tr>
<tr>
<td>8. Communication</td>
<td>(412)</td>
<td>3.02</td>
<td>3.35</td>
<td>2.89</td>
</tr>
<tr>
<td>Overall</td>
<td>(430)</td>
<td>3.22</td>
<td>3.46</td>
<td>3.12</td>
</tr>
</tbody>
</table>

Correlations between extracurricular activity involvement and student satisfaction ranged from the smallest correlation of .17 (small effect size) for the dependent variable of satisfaction with the school buildings, to the largest...
Table 3

**Correlations Between Number of Activities and Student Satisfaction**

<table>
<thead>
<tr>
<th>Scale Name</th>
<th>(N = )</th>
<th># of Act.</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers</td>
<td>(419)</td>
<td>.30**</td>
<td>Medium</td>
</tr>
<tr>
<td>2. Fellow Students</td>
<td>(420)</td>
<td>.26**</td>
<td>Small</td>
</tr>
<tr>
<td>3. School Work</td>
<td>(417)</td>
<td>.20**</td>
<td>Small</td>
</tr>
<tr>
<td>4. Student Activities</td>
<td>(400)</td>
<td>.46**</td>
<td>Medium</td>
</tr>
<tr>
<td>5. Student Discipline</td>
<td>(425)</td>
<td>.39**</td>
<td>Medium</td>
</tr>
<tr>
<td>6. Decision Making</td>
<td>(393)</td>
<td>.18**</td>
<td>Small</td>
</tr>
<tr>
<td>7. School Buildings</td>
<td>(419)</td>
<td>.17**</td>
<td>Small</td>
</tr>
<tr>
<td>8. Communication</td>
<td>(412)</td>
<td>.28**</td>
<td>Small</td>
</tr>
<tr>
<td>Overall:</td>
<td>(430)</td>
<td>.31**</td>
<td>Medium</td>
</tr>
</tbody>
</table>

**Note.** **All significant at the p value of <.01**

correlation of .46 (medium effect size) for the dependent variable of student satisfaction with the student activities.
Significant correlations were observed in student satisfaction scores between students with higher levels of involvement in extracurricular activities and student satisfaction with school climate. Therefore, the null hypothesis was rejected specifying a relationship between the independent variables (level of extracurricular activity involvement) and student satisfaction with school climate using the eight subscale scores. The data provided evidence to support the research hypothesis that a positive correlation exists between student involvement in extracurricular activities and student perceptions of satisfaction with school climate.

Table 4 presents the Student Satisfaction Survey subscale means, disaggregated according to the number of activities in which students were involved. In this case the means are aggregated by the number of extracurricular activities that students were involved in on an annual basis. The student satisfaction subscale means were exceeded in each successively higher level of extracurricular activity involvement except for the areas of Student Satisfaction with their teachers (between 3 and 4 activities) and decision making opportunities (between 1 and 2 activities). The means for the decision making opportunities subscale (between 3 and 4 activities) did not show any change.
<table>
<thead>
<tr>
<th>Scale Name</th>
<th>(N = )</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 +</th>
<th>Corr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers</td>
<td>(419)</td>
<td>2.94</td>
<td>3.07</td>
<td>3.10</td>
<td>3.58</td>
<td>3.51</td>
<td>3.78</td>
<td>.69**</td>
</tr>
<tr>
<td>2. Fellow Students</td>
<td>(420)</td>
<td>3.03</td>
<td>3.27</td>
<td>3.45</td>
<td>3.66</td>
<td>3.74</td>
<td>3.88</td>
<td>.60**</td>
</tr>
<tr>
<td>3. School Work</td>
<td>(417)</td>
<td>2.42</td>
<td>2.96</td>
<td>2.97</td>
<td>3.00</td>
<td>3.08</td>
<td>3.21</td>
<td>.46**</td>
</tr>
<tr>
<td>4. Student Activity</td>
<td>(400)</td>
<td>2.58</td>
<td>3.30</td>
<td>3.83</td>
<td>3.92</td>
<td>3.95</td>
<td>4.06</td>
<td>.93**</td>
</tr>
<tr>
<td>5. Student Discipline</td>
<td>(425)</td>
<td>2.44</td>
<td>3.09</td>
<td>3.38</td>
<td>3.54</td>
<td>3.67</td>
<td>3.71</td>
<td>.86**</td>
</tr>
<tr>
<td>6. Decision Making</td>
<td>(393)</td>
<td>2.43</td>
<td>2.76</td>
<td>2.70</td>
<td>2.90</td>
<td>2.90</td>
<td>3.13</td>
<td>.41**</td>
</tr>
<tr>
<td>7. Building, Supplies</td>
<td>(419)</td>
<td>3.30</td>
<td>3.59</td>
<td>3.70</td>
<td>3.74</td>
<td>3.87</td>
<td>3.97</td>
<td>.39**</td>
</tr>
<tr>
<td>8. Communication</td>
<td>(412)</td>
<td>2.67</td>
<td>2.82</td>
<td>2.92</td>
<td>3.30</td>
<td>3.33</td>
<td>3.78</td>
<td>.64**</td>
</tr>
<tr>
<td>Overall:</td>
<td>(430)</td>
<td>2.73</td>
<td>3.11</td>
<td>3.26</td>
<td>3.46</td>
<td>3.51</td>
<td>3.69</td>
<td>.71**</td>
</tr>
</tbody>
</table>

**Note.** All significant at the $p$ value of $< .01$
This data showed a definite tendency toward increase student satisfaction with each successively higher level of extracurricular activity participation. Strong positive correlations were observed between means and the number of activities for successively higher levels of extracurricular activity participation. This relationship implies significant evidence for the hypothesis in relation to Cohen's effect size.

The correlations in Table 5 provide evidence to support the research hypothesis that a positive relationship exists between student involvement in the Harmony Program and student perceptions of satisfaction with the components of school climate. As compared to the level of involvement in extracurricular activities, Harmony Program involvement was a dichotomous variable in which students either were involved or they were not (Yes or No).

Correlations between Harmony Program involvement and student satisfaction ranged from the smallest correlation of .03 (not significant) for the dependent variable of student satisfaction with school buildings, to the largest correlation of .31 (medium effect size) for the dependent variable of student satisfaction with student activities. The other correlations identified were between .18 (decision making) and .25 (teachers), with an overall subscale total correlation of .19. All subscale correlations except for that of...
Table 5

Correlations Between Activity in Harmony Program and Student Satisfaction

<table>
<thead>
<tr>
<th>Scale Name</th>
<th>(N = )</th>
<th>Harmony Activity</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>(419)</td>
<td>.25</td>
<td>.01**</td>
</tr>
<tr>
<td>Fellow Students</td>
<td>(420)</td>
<td>.10</td>
<td>.03*</td>
</tr>
<tr>
<td>School Work</td>
<td>(417)</td>
<td>.13</td>
<td>.01**</td>
</tr>
<tr>
<td>Student Activities</td>
<td>(400)</td>
<td>.31</td>
<td>.01**</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>(425)</td>
<td>.15</td>
<td>.01**</td>
</tr>
<tr>
<td>Decision Making</td>
<td>(393)</td>
<td>.18</td>
<td>.01**</td>
</tr>
<tr>
<td>School Buildings</td>
<td>(419)</td>
<td>.03</td>
<td>.57 NS</td>
</tr>
<tr>
<td>Communication</td>
<td>(412)</td>
<td>.19</td>
<td>.01**</td>
</tr>
<tr>
<td>Overall</td>
<td>(430)</td>
<td>.19</td>
<td>.01**</td>
</tr>
</tbody>
</table>

Note. ** Significant at the p value of <.01

* Significant at the p value of <.05

NS = Not Significant
satisfaction with the school building were found to be significant at the 
$p < .05$ level. The complete Table of Correlations Among All the Variables 
Identified in the Study can be found in Appendix F.

Positive correlations were indicated between the variable of Harmony
Program participation and Student Satisfaction subscale means indicating a
correlation between participation in the Harmony Program and student
satisfaction with the components of school climate. These relationships imply
significant evidence to support the second research hypothesis.

Reliability

An analysis of the reliability or internal consistency of the results was
measured using Cronbach’s alpha. This analysis was used to determine if all
the items within the instrument measure the same thing. Cronbach’s alpha is
measured on the same scale as a Pearson $r$ correlation, varying between 0 and
1. In this study each item in a particular subscale was combined to determine
an overall subscale score for each of eight student satisfaction areas, and as
such, the reliability analysis is determined using the Subscale—Total Scale
Cronbach’s alpha correlation statistics.
Cronbach's Alpha

The overall Cronbach's alpha identified from the NASSP Student Satisfaction instrument was .74 (see Table 6). This value indicates a positive measure for internal consistency of the eight subscale areas of student satisfaction on the instrument. The column results represent the Subscale-Total Scale Cronbach's alpha and show how the internal consistency (Cronbach's Alpha) would change if that specific subscale area was deleted from the instrument. In every case the alpha did not increase when that specific subscale was deleted, giving no reason to delete any of the subscales from the instrument.

Discriminant Analysis

The discriminant analysis function was used to develop an explanatory model for the Harmony Program grouping based on the variables from the study. SPSS version 10.0 was used to create a regression equation that maximally discriminated between the groups. The discriminant analysis procedure generated a discriminant analysis function based on combinations of variables that provided the best discrimination between the groups.
Table 6

Reliability Analysis: NASSP Student Satisfaction Survey Subscale—Total Scale Cronbach’s Alpha

<table>
<thead>
<tr>
<th>Scale Name</th>
<th>(N = )</th>
<th>Alpha if Subscale Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers</td>
<td>(419)</td>
<td>.73</td>
</tr>
<tr>
<td>2. Fellow Students</td>
<td>(420)</td>
<td>.74</td>
</tr>
<tr>
<td>3. School Work</td>
<td>(417)</td>
<td>.71</td>
</tr>
<tr>
<td>4. Student Activities</td>
<td>(400)</td>
<td>.70</td>
</tr>
<tr>
<td>5. Student Discipline</td>
<td>(425)</td>
<td>.70</td>
</tr>
<tr>
<td>6. Decision Making</td>
<td>(393)</td>
<td>.71</td>
</tr>
<tr>
<td>7. Building, Supplies</td>
<td>(419)</td>
<td>.72</td>
</tr>
<tr>
<td>8. Communication</td>
<td>(412)</td>
<td>.69</td>
</tr>
</tbody>
</table>

Note. Cronbach’s Alpha for Overall Scale = .74

Table 7 shows the standardized discriminant analysis function coefficients pertaining to participation in the Harmony Program using the variables from the study. The discriminant analysis function coefficients
Table 7

**Standardized Discriminant Analysis Function Coefficients for Harmony Program Participation in Descending Order**

<table>
<thead>
<tr>
<th>Variable Names</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of Activity Involvement</td>
<td>.71</td>
</tr>
<tr>
<td>2. Satisfaction with Student Activities</td>
<td>.54</td>
</tr>
<tr>
<td>3. Gender (male = 1 / female = 0)</td>
<td>-.48</td>
</tr>
<tr>
<td>4. Satisfaction with Teachers</td>
<td>.41</td>
</tr>
<tr>
<td>5. Satisfaction with Communication</td>
<td>.30</td>
</tr>
<tr>
<td>6. Satisfaction with Discipline</td>
<td>.29</td>
</tr>
<tr>
<td>7. Overall Satisfaction Score</td>
<td>.28</td>
</tr>
<tr>
<td>8. Satisfaction with Decision Making</td>
<td>.20</td>
</tr>
<tr>
<td>9. Satisfaction with School Work</td>
<td>.19</td>
</tr>
<tr>
<td>10. Satisfaction with School Building</td>
<td>.13</td>
</tr>
<tr>
<td>11. Satisfaction with Fellow Students</td>
<td>.11</td>
</tr>
<tr>
<td>12. Grade</td>
<td>.08</td>
</tr>
</tbody>
</table>
shows the values in descending order for the variables used to discriminate between the groups. The discriminant analysis function indicated the top four variables as above the .40 coefficient level as representing the most significant variables.

The variable with the highest standardized coefficient was the Number of activity involvement by the students (.71). The next highest coefficient was the variable of satisfaction with student activities (.54). These results indicated the most significant variables as involvement in, and satisfaction with, extracurricular activities. The next variable identified was that of gender (-.48). The negative correlation value indicated that females were more likely to participate than males. Student satisfaction with their teachers (.41) was also included in the top four variables.

The resulting standardized discriminant analysis showed values which agreed with the research hypothesis. While these results do not necessarily imply that individual students were satisfied with the other variables listed in the study, positive correlations with these variables are consistent with the research hypothesis.
Summary

This chapter was organized to present the results of the statistical analysis of the NASSP Student Satisfaction Survey completed by more than four hundred 10th through 12th grade students at a Midwestern High School during the 2000-2001 school year. Two research hypotheses were tested to examine the relationship between student extracurricular activity participation and student satisfaction with school climate. This study examined the responses of students involved in different levels of extracurricular activities and students involved in an extracurricular activity program for the promotion of intercultural harmony. The summary of these results, conclusions, and implications of this research, as well as recommendations for further research, are presented in Chapter V.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

The decision to undertake this study was a result of the increased interest in the importance of a positive school climate in the school improvement process. This challenge, coupled with the reduction of many extracurricular activity programs due to increasingly limited financial resources in public schools, made this a timely and important study.

The problem of the study was to determine what relationships exist between participation in extracurricular activities and student perceptions of their satisfaction with school climate. While little research has been directed toward this specific concern, studies have shown that extracurricular activities have a positive effect on the academic achievement of students as well as positive student personal and social development (Holland & Andre, 1987).

This study was grounded in the theoretical underpinnings of Adler’s (1924) Individual Psychology which focuses on the need for belonging of all people. The mission of Adlerian Psychology is to encourage the development
of psychologically healthy and cooperative individuals in order to effectively pursue the ideals of social equality and democratic living.

A comprehensive extracurricular activity program and a positive school climate are characteristics identified in effective schools research (Lezotte, 1980). Researchers have found significant relationships between school climate and student achievement and morale (Sweeney, 1988). This study investigates the levels of student participation in extracurricular activities in relation to their perceptions of satisfaction with the elements of their school climate. Presented in this chapter are the research questions, hypotheses, summary of findings, conclusions, implications, and recommendations for future research from this study.

Research Questions

Answers to the following research questions were sought relative to the 10th through 12th grade students at Midwestern High School during the 2000-2001 school year:

1. What is the relationship between the level of involvement of students in extracurricular activities and their perceptions of satisfaction with school climate?
2. What is the relationship between student involvement as a dialogue facilitator in an extracurricular activity program for the promotion of intercultural harmony and their perceptions of satisfaction with school climate?

**Research Hypotheses**

1. The greater the number of extracurricular activities in which students participate, the greater their degree of satisfaction with their school climate.

2. Students that participate as dialogue facilitators in an extracurricular activity program for the promotion of intercultural harmony will exhibit a greater degree of satisfaction with school climate than students who do not serve as Harmony Program facilitators.

**Summary of Findings**

Data were obtained from 430 of the more than 1,200 students at a Midwestern High School. The data were disaggregated according to student levels of involvement in extracurricular activity programs. The data regarding levels of student participation in extracurricular activities were obtained from the individual student responses to the Student Involvement in Extracurricular Activities Self-Disclosure Questionnaire (SEADQ). A pilot study using the
SEADQ showed that the student information collected accurately represented the extracurricular activity involvement of the individual students involved in the pilot study.

To determine the relationship of the independent variables (involvement in extracurricular activities and dialogue facilitators in an extracurricular activity program for the promotion of intercultural harmony) with the dependent variables of student satisfaction with their school climate, a correlation analysis was used. Descriptive statistics of the data collected for the survey students showed that student satisfaction for non-participants in extracurricular activities was exceeded in every category by those students who had some level of extracurricular activity participation.

On a scale from 1 (very unhappy) to 5 (very happy), the overall mean student satisfaction subscale scores ranged from 2.73 among non-participants in extracurricular activities to 3.69 among students who were active in five or more extracurricular activities. It was found that students who were active in progressively greater numbers of extracurricular activities scored significantly higher for each subscale on the NASSP Student Satisfaction Survey than students involved in fewer activities.
In regard to the correlations among the variables relating to extracurricular activity participation, there was a relationship between student involvement in extracurricular activities and student satisfaction with school climate at the .05 level. Correlations between extracurricular activity involvement and student satisfaction ranged from the smallest correlation of .17 (small effect size) for the dependent variable of satisfaction with the School Buildings, to the largest correlation of .46 (medium effect size) for the dependent variable of student satisfaction with the student activities.

Correlations for the variables relating to the extracurricular activity for the promotion of intercultural harmony (Harmony Program) showed that students who were active in the extracurricular activity for the promotion of intercultural harmony scored significantly higher on each subscale of the NASSP Student Satisfaction Survey (with the exception of the dependent variable of satisfaction with school buildings), than students not involved as dialogue facilitators in the Harmony Program.

The correlations between participation in the extracurricular activity for the promotion of intercultural harmony and student satisfaction ranged from the smallest correlation of .03 for the dependent variable of satisfaction with
the school buildings, to the largest correlation of .31 (medium effect size) for the dependent variable of student satisfaction with the student activities.

According to Krathwohl (1998), the fact that a relationship exists as shown by a correlation does not necessarily infer a causal relationship. The relationship may be the result of a third variable or a combination of other variables. Whether a relationship is causal or not, a correlation allows for a prediction and makes these findings extremely useful. When a relationship has been postulated to represent a causal relationship and the data were found to support that hypothesis, then the information can be interpreted to support the causal relationship between the variables.

Conclusions

The focus of this study was to determine what relationships exist between students' participation in extracurricular activities and their satisfaction with the components of school climate. Two research hypotheses were constructed and tested to study the relationship between student involvement in extracurricular activities (including an extracurricular activity program for the promotion of intercultural harmony) and student satisfaction with school climate.
Research Hypothesis 1

The greater the number of extracurricular activities in which students participate, the greater their degree of satisfaction with their school climate.

A correlation was determined between the levels of student participation in extracurricular activities and the students' satisfaction with the components of school climate as measured with the NASSP Student Satisfaction Survey. The student involvement in greater numbers of extracurricular activities correlated with significantly higher scores on the NASSP Student Satisfaction Survey as compared to students involved in fewer extracurricular activities.

Research Hypothesis 2

Students who participate as dialogue facilitators in an extracurricular activity program for the promotion of intercultural harmony will exhibit a greater degree of satisfaction with school climate than students who do not serve as Harmony Program facilitators.

A correlation was determined between student participation in an extracurricular activity for the promotion of intercultural harmony and student satisfaction with the components of school climate as measured with the NASSP Student Satisfaction Survey. Students involved in the harmony
extracurricular activity correlated with significantly higher scores on the NASSP Student Satisfaction Survey as compared to those students not involved as dialogue facilitators in the extracurricular activity program for the promotion of intercultural harmony.

Although peripheral to the central purpose of the study, discriminant analysis was used to create a regression equation to identify the variables that maximally discriminates between the groups. The discriminant analysis function indicated the top variables that provided the greatest discrimination between the groups. These results indicated the most significant variables for Harmony Program participation as those pertaining to the involvement in, and satisfaction with, extracurricular activities.

**Implications**

The findings of this study suggest that extracurricular activities play an important role in the development of a positive school climate. When participating students perceive themselves to be a part of a group involved in a worthwhile activity, positive perceptions of school climate may follow. This study supports Adler’s Individual Psychology which focuses on the need for belonging of all people. The objectives of a comprehensive extracurricular activity program serves to encourage the development of
cooperative individuals and to provide a sense of belonging between group members. These objectives are critical to this study of student involvement in extracurricular activities and their perceptions of satisfaction with the components of their school climate.

In the opinion of this researcher this study supports the ideals of student connections developed through participation in extracurricular activities. School leaders should strive to enact strong measures that encourage and support student involvement in extracurricular activities. Student participation in these activities can serve to improve the overall school climate while providing for the sense of belonging critical to positive educational experiences for students.

Many students view their involvement in extracurricular activities as the most important part of their high school experience. The review of literature is rich with examples from studies which positively associate extracurricular activity participation with social and academic benefits. Extracurricular activities reflect the goals of teaching students to be responsible and are filled with opportunities that develop character, critical thinking, social skills, and their individual talents. Extracurricular activities
provide students with a network to communicate with both their peers and adults who have similar interests and provide for a sense of belonging.

The literature regarding extracurricular activities and school climate indicates that some of the same benefits shown to be gained through participation in extracurricular activities are the same as those of positive school climate. Students who participate in extracurricular activities have been shown not only to achieve at higher levels academically, but also enjoy school more which may ultimately enhance their perception of school climate.

It may not be possible to determine whether involvement in extracurricular activities makes school more enjoyable or that those students who enjoyed school participated in more extracurricular activities. If participation in extracurricular activities leads to student appreciation and enjoyment of school, then getting more students involved in extracurricular activities may be a positive way to keep students more interested in school and lead to more positive perceptions of school climate.

In many schools across the United States intercultural tensions are major impediments to improving student achievement, student attitudes and positive school climate. Studies have determined that schools that actively promote extracurricular participation improve their intercultural climate as
well as overall school climate. There have been many programs developed with the primary goal of teaching respect for intercultural diversity among youth. Interventions that show the most promise include programs that increase the awareness of cultural diversity and a strengthened sense of belonging to a group.

These programs work to strengthen positive ethnic and group identity to build the critical foundations of attitude, knowledge, and behavior related to intercultural harmony. As our society becomes more pluralistic, it becomes increasingly important that we spend the time in proactive measures outside the regular curriculum to resolve the issues of multicultural relations to ensure effective schools and productive students.

In a school setting where diverse beliefs, values, and personalities converge, it is essential that common ground be found. Given this critical challenge, extracurricular activities become central to enhancing a positive school climate. Extracurricular activities continue to offer a wide scope of programs that engage and enhance a diverse student body. If positive social and intercultural relationship is a desired goal for school improvements, then interventions such as the Harmony Program need to be nurtured and encouraged to address the enhancements toward these important objectives.
The findings of this study add to the body of knowledge of students' involvement in extracurricular activities and their perceptions of school climate. Since the analysis of the data revealed positive relationships between student extracurricular activity participation and increased perceptions of student satisfaction with school climate, it follows that educational leaders should evaluate the impact of such programs on student satisfaction, school climate, and overall school effectiveness.

As educators engage in school improvement policy decisions relative to extracurricular activities, they are sure to encounter issues and challenges in the implementation, support, and maintenance of these programs. More specifically, in this time of increased expectations of public schools, combined with limited resources to educate an increasingly diverse population, educational and government leaders may be enlightened by the findings of this research.

**Recommendations for Further Research**

Those interested in further research of extracurricular activities and student satisfaction with school climate should consider the following recommendations:
1. The population for this study was limited to a single high school. Although the study was conducted at a large comprehensive high school, adequate sample size is an issue that should be addressed in the future. It is suggested that similar studies be conducted using larger populations and samples.

2. This same study could be repeated using schools of different sizes and of different geographical areas.

3. Research could follow that investigates the effects of the pressures generated from student extracurricular activity involvement due to conflicts for time with academic, social, personal, and other extracurricular activities.

4. Further studies could be conducted to determine the relationship between student levels of extracurricular activity participation and the student's socioeconomic status.

5. A predictive variable identified using discriminant analysis indicated that females are more likely to participate in the Harmony Program than males. This analysis suggests a topic for possible future research.

6. Additional studies related to this research could investigate the effect of participation fees and other student costs for extracurricular activity participation.
7. Future research could be conducted to determine the relationship between after school work activity involvement and student satisfaction with school climate.

8. Additional research could be conducted to examine other types of extracurricular activity program variables, other than those involved in this study, to examine other benefits to students as a result of the participation in these extracurricular activity programs. The complete Table of Correlations Among All the Variables Identified in the Study can be found in Appendix F.
REFERENCES


APPENDIX A

INTERCULTURAL HARMONY PROGRAM –
BACKGROUND/HISTORY
Intercultural Harmony Program — Background / History

In 1977, Iowa became the first state in the nation to approve state legislation supporting multicultural, nonsexist education. In doing so, Iowa became a pioneer in sending the message that communities and schools are improved and strengthened when all people pursue common goals without regard for race, gender, religion, age, disability, or national origin. Acts of harassment and racial confrontation, both in and out of school, have happened with increased frequency across the State of Iowa during the 1990s. Racial and ethnic intolerance and acts of violence have increased despite Iowa’s commitment to honoring diversity in our school and in our communities.

In 1994, the Director of the Iowa Department of Education, responded to the increase in intolerance by sponsoring a “Dialogue on Diversity.” The dialogue brought together state and community leaders in education, government, business, and religion for a series of meetings with the common goal of collaboration to teach tolerance and honor diversity. The initiative was an effort to provide greater support for school-based programs to prepare Iowa students for success in a diverse world, and to explore ways to support schools in their efforts to teach tolerance.
Following this dialogue, a cadre of high school students along with their teacher and guidance counselor attended a Student Equity workshop in Kansas City, sponsored by the Midwest Desegregation Assistance Center in Manhattan, Kansas. The issues discussed at that conference lead to the organization of the school’s Harmony Committee and subsequently the Intercultural Harmony Program dialogues for promotion of and appreciation for diversity.

The student-led equity dialogues were introduced in 1995 for the promotion of and appreciation for diversity. The purpose of the first dialogue session was for students to gain awareness surrounding the history of discrimination as well as current issues on acceptance of diversity. The feeling was that students will not remain isolated within the confines of their city limits, but rather as adults in a technological society that is shrinking our world they need to expand their horizons and be prepared to meet a diverse world.

Dr. Charles Rankin, Professor and Executive Director of the Midwest Desegregation Assistance Center at Kansas State University served as a resource in the Intercultural Harmony Program training and preparation for the student-led dialogues. Each classroom was organized to be lead by
student facilitators that had been trained through the Intercultural Harmony Program. A closure and evaluation session was provided for student input on what went well, what didn’t go well, and what needed to be changed for future dialogues.
APPENDIX B

CONDUCT CODE FOR EXTRACURRICULAR ACTIVITIES POLICY
Policy Title: Conduct Code for Extracurricular Activities  

Extracurricular activities, for purposes of this policy, includes all extracurricular activities and all other school sponsored activities other than regular classroom and laboratory classes.

It is a privilege to participate in extracurricular activities at the Community Schools. The student and/or the school is judged by the student's conduct. The attitude and conduct of a student has an impact on the attitude and conduct of others.

The director of an extracurricular activity may declare a student ineligible whose conduct is contrary to and in violation of the rules and regulations established and made known by the director of the extracurricular activity or whose conduct is contrary to or in violation of this conduct policy or other board policy.

Item 1: To retain eligibility for participation in the Community Schools extracurricular activities, students must conduct themselves as good citizens both in and out of school. Any student who is found to have violated the school's conduct code for extracurricular activities will be deemed ineligible for a period of time as described below. A student may lose eligibility under the conduct code for any of the following behaviors during the school year or while participating in school sponsored summer activities:

- Possession, use, or purchase of tobacco products, regardless of the student's age;
- Possession, use, under the influence, or purchase of alcoholic beverages;
- Being in a car or in attendance at a function or party where alcohol or other drugs are being consumed illegally by minors;
- Possession, use, or purchase of illegal drugs or the unauthorized possession, use, or purchase of otherwise lawful drugs;
- Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor traffic offenses, regardless of whether the student was cited, arrested, convicted or adjudicated for the act(s);
- Inappropriate or offensive conduct such as fighting, insubordination, using or harassment of others.

Students shall be suspended for a period of up to 20% of all activities in which a student is participating at the time of the violation.

Date of Adoption: July 9, 1979
Date of Revision: January 23, 1989
December 9, 1996
June 14, 1999
APPENDIX C

STUDENT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES SELF-DISCLOSURE QUESTIONNAIRE

(SEADQ)
Survey #______
Student Involvement in Extracurricular Activities

Directions: Place an _X_ in front of each activity in which you participated during the 2000-2001 school year. (Participation in any extracurricular activity means you were involved in at least 50% of the group or organization's activities.) If you participated in less than 50% of a group or organization's activities, specify your percent involvement in the space provided in front of the activity. If you did not participate in any extracurricular activities during the school year, mark that statement at the bottom of the questionnaire.

Types of Extracurricular Activities:

Student Government:
___ Student Forum,
___ Student Senate.

School Organizations:
___ Business Professionals of America,
___ DECA (Distributive Education Club of America),
___ Ecology Club,
___ Economics Challenge Team,
___ Food Service Club,
___ Math and Technology Club,
___ Model United Nations,
___ Robotics Club,
___ Science Club,
___ Sophomore, Junior or Senior Leadership
___ Speech and Debate Team,
___ Theater Activities.

Guidance Department Programs:
___ Bridge Builders,
___ Conflict Managers,
___ Friends Program,
___ Harmony Program Facilitator,
___ One to One Tutor,
___ PLAAD (Peer Leaders Against Alcohol and other Drugs),
___ SADD (Students Against Destructive Decisions),
___ TATU (Teens Against Tobacco Use).

Athletics:
___ Baseball,
___ Basketball,
___ Cheerleading.

Athletics, Continued:
___ Cross Country,
___ Football,
___ Golf,
___ Pom Pon Squad,
___ Swimming,
___ Soccer,
___ Tennis,
___ Track,
___ Wrestling,
___ Softball,
___ Volleyball.

Music:
___ Band,
___ Choir,
___ Color Guard,
___ Orchestra.

Publications:
___ School Yearbook,
___ News Journalism.

Intramurals:
___ Basketball,
___ Bowling,
___ Trap Shooting,
___ Volleyball.

Other Activity Participation: (Please list)

___ I DID NOT participate in any extracurricular activities.
APPENDIX D

NASSP STUDENT SATISFACTION SURVEY
NASSP Student Satisfaction Survey

The NASSP Student Satisfaction Survey was used to analyze the student responses to satisfaction in regard to eight subscales in the areas of:

1. Student satisfaction with the professional behaviors of teachers.
   (Teachers)
2. Student satisfaction with peer group relationships. (Fellow Students)
3. Student satisfaction with the range of courses and the nature of class work in the school. (Schoolwork)
4. Student satisfaction with the number and types of school-sponsored activities and with opportunities for student participation. (Student Activities)
5. Student satisfaction with the degree to which the school provides a safe and orderly learning environment. (Discipline)
6. Student satisfaction with opportunities to provide input on decisions about curriculum and school events. (Decision Making Opportunities)
7. Student satisfaction with the quality and availability of library resources, learning materials and supplies, and the upkeep and cleanliness of the buildings and grounds. (School Building)
8. Student satisfaction with the availability of information and opportunities to communicate with others about school events. (Communication)

Students responded to items on the NASSP Student Satisfaction Survey that described satisfaction with their school climate in eight subscale areas. The students were instructed to respond to each statement on the NASSP Student Satisfaction Survey describing aspects of their school by marking one of these six responses:

1. I am very unhappy about this aspect of my school.
2. I am unhappy about this aspect of my school.
3. I am neither happy or unhappy about this aspect of my school.
4. I am happy about this aspect of my school.
5. I am very happy about this aspect of my school.
6. I don't know how I feel about this aspect of my school, or I don't know whether this statement fits my school.

Response 6 was not included in the computation of the final subscale means. This response, as described above, was initially considered as having the same meaning as response 3. After further consideration it was decided to omit answers with this value as it did not appear to fit as an appropriate response to the study between values 1 to 5 and may have skewed the results.
Directions for Student Satisfaction Survey

**Teachers:** Please read this to your class before they complete the Student Involvement in Extracurricular Activities Questionnaire and the Student Satisfaction Survey. The Questionnaire and Survey have been numbered and paper clipped together to ascertain certain demographic information. Please ensure that each student uses the same numbered Questionnaire and Survey. After they have completed the forms please have the student paper clip them together again and return all forms to the office.

**Students:** The purpose of this survey is to provide some important information about our school. This process is designed to help Our School improve student performance in specifically selected goal areas. Our school has focused on 3 key areas to address in our school Improvement Process: 
(1) student responsibility, (2) Communication through Reading Improvement, and (3) School Climate. This questionnaire and associated survey will assist us in evaluating your perceptions of satisfaction with the components of school climate.

Please use a No. 2 lead pencil when filling out the survey. The ID number has been filled in for you on the Student Satisfaction survey to correspond with your responses to the Student Involvement in Extracurricular Activities Questionnaire. Please fill in the oval that corresponds to your grade and gender. (Leave the Role and Race sections blank.) Be sure to fill out each part of the questionnaire and survey and paper clip the two parts together after you have completed the survey.

Thank you for your time and help in the School Improvement Process for Our School.
APPENDIX F

TABLE OF CORRELATIONS AMONG ALL THE VARIABLES IDENTIFIED IN THE STUDY
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* Not significant at the \( p \) value of \(<.05\)