

AN ANALYSIS OF THE ATTITUDES OF WINNIPEG STUDENTS
TOWARD THE EXTRA-CURRICULAR ACTIVITIES IN THE
WINNIPEG SCHOOL DIVISION NO. 1

A Thesis

Presented to
the Faculty of Graduate Studies
The University of Manitoba

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Henry Bernhard Esau

October 1970



ABSTRACT

The purpose of this study was to survey student attitudes toward extra-curricular activities within Winnipeg School Division No. 1. It was also intended to determine the attitudinal differences of students having varying characteristics.

A questionnaire was developed to gather the data for this study. Questionnaires were sent to 2,400 students selected at random with stratification by grade and school maintained during selection. A total of 1,184 completed questionnaires were used for the study.

Using a computer, student responses to the twenty-four attitude statements in the questionnaire were subjected to a principal factor analysis. Six factors emerged and were named as follows: (1) responsibility, (2) emphasis, (3) student involvement, (4) teachers, (5) inter-school sports and community clubs, and (6) restrictions.

The chi-square test was used to discover relationships between student attitudes and the following eight student characteristics: sex, age, grade, course of study, area of residence, part-time job, leadership position, and time spent on extra-curricular activities.

Even though students generally believed teachers were essential for successful operation of extra-curricular activities, they indicated that they would like to see student council gain more responsibility for extra-curricular activities. Students seemed to express the belief that there should be more emphasis on recreational

sports than competitive sports in the extra-curricular activity program. The majority of students indicated that opportunities and extent of student involvement in extra-curricular activities should be increased, without restrictions based on academic achievements.

Using the chi-square test, attitudinal differences based on student characteristics were found among the respondents. The greatest differences in attitude existed when students were grouped according to the time spent of extra-curricular activities followed closely by grouping according to sex, age, and grade. Much smaller attitudinal differences were found when students were grouped according to course of study, area of residence, part-time job, and leadership positions.

ACKNOWLEDGEMENTS

The writer is grateful to the Winnipeg School Division No. 1 for the financial assistance received in preparing and mailing the questionnaires used in this study.

Appreciation is expressed for the help and encouragement given by the writer's adviser, Dr. John W. Peach.

The writer also wishes to acknowledge his appreciation for the patience and encouragement of his family who suffered many inconveniences while this work was completed.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS.	1
The Problem	1
Statement of the problem.	1
Importance of the problem	2
Definitions of Terms.	4
Limitations	5
Organization of the Thesis.	5
II. REVIEW OF THE RELATED LITERATURE.	6
General Discussion of Extra-curricular Activities . .	6
General Research on Extra-curricular Activities . . .	8
Values of extra-curricular activities	8
Participation in extra-curricular activities. . . .	10
Student Attitudes Toward Extra-Curricular Activities.	11
Summary	13
III. METHODOLOGY	15
Collecting the Data	15
The sample.	15
The questionnaire	16
Analysis.	17
Respondents	17
Statistical Analysis.	17

CHAPTER	PAGE
IV. FACTOR ANALYSIS.	20
Description of the Factors	22
Discussion of the Factors.	23
Conclusions.	27
V. ANALYSIS OF ITEM RESPONSES	28
Responsibility for Extra-curricular Activities	28
Emphasis in Extra-curricular Activities.	35
Student Involvement in Extra-curricular Activities	43
Teachers in Extra-curricular Activities.	49
Inter-school Sports and Community Clubs.	55
Restrictions on Extra-curricular Activities.	60
Summary.	66
VI. SUMMARY, CONCLUSIONS, AND IMPLICATIONS	70
Summary.	70
Purpose.	70
Procedure.	70
Findings	71
Conclusions.	77
Implications	78
For schools.	79
For further study.	81
BIBLIOGRAPHY	83
APPENDIX A	86
APPENDIX B	100

LIST OF TABLES

TABLE	PAGE
I. Numbers and Percentages of Questionnaires Mailed out and used by Grades.	18
II. Replies to Questionnaire.	18
III. Principal Factor Analysis Varimax Rotation.	21
IV. Student Attitude Toward Responsibility for Operating Extra-curricular Activities	29
V. Relationship between Activities during Regular Class Time and Satisfaction	31
VI. Percentage Agreement with the Statements in Factor I, based on Student Characteristics.	32
VII. Relationship between Holding or Not Holding a Part-time Job and Time Spent on Extra-curricular Activities.	34
VIII. Student Attitude Toward Emphasis in Extra-curricular Activities.	36
IX. Percentage Agreement with the Statement in Factor II, based on Student Characteristics.	38
X. Relationship between Course of Study and Amount of Time Spent on Extra-curricular Activities	41
XI. Relationship between Area of Residence and Amount of Time Spent on Extra-curricular Activities.	41
XII. Student Attitude Toward Student Involvement in Extra-curricular Activities	44

TABLE	PAGE
XIII. Percentage Agreement with the Statements in Factor III, based on Student Characteristics	46
XIV. Student Attitude Toward Teachers in Extra- curricular Activities	50
XV. Percentage Agreement with the Statements in Factor IV, based on Student Characteristics	52
XVI. Relationship between Age and Holding a Part- Time Job	54
XVII. Student Attitude Toward Inter-school Sports and Community Clubs as Related to Extra-curricular Activities	56
XVIII. Percentage Agreement with the Statements in Factor V, based on Student Characteristics	58
XIX. Satisfaction with Restrictions Caused by Low Achievement	61
XX. Student Attitude Toward Restrictions in Extra- curricular Activities	62
XXI. Satisfaction with Student Activity Fee	63
XXII. Percentage Agreement with the Statements in Factor VI, based on Student Characteristics	65
XXIII. Significant Differences in Attitude Based on Student Characteristics	68
XXIV. Numbers of Questionnaires Sent to Students in Different Schools	101

TABLE	PAGE
XXV. Background Information of Respondents	102
XXVI. Number of Respondents, Grouped According to Student Characteristics	104
XXVII. Values of Extra-curricular Activities as seen by Respondents	105
XXVIII. Matrix of Intercorrelation of Attitude Statements . . .	106

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS

Many claims have been made concerning the benefit of extra-curricular activities in schools. Stanley W. Williams (1964) states that an effective activity program is important in maintaining student interest in school and thus reducing the dropout toll. McLeary and Hencley (1965) maintain that improvement of the group life of the school can be an important contribution of activities.

Many students in Winnipeg participate voluntarily in extra-curricular activities, consequently indicating a positive value for the activities. Do non-participants feel that participation is not a valuable part of their education? The purpose of this study is to survey student attitudes toward extra-curricular activities within Winnipeg School Division No. 1. It is also intended to determine the attitudinal differences of students having varying characteristics.

I. THE PROBLEM

Statement of the Problem

This study was designed to explore some aspects of two broad problems:

1. Winnipeg students' attitudes toward various aspects of the extra-curricular activity program.
2. The differences in attitudes toward the extra-curricular activity program held by Winnipeg students with different characteristics.

More specifically:

1. Is there a difference between the attitudes of males and females toward extra-curricular activities?
2. Do students at different ages have different attitudes toward extra-curricular activities?
3. Do students at different grade levels have different attitudes toward extra-curricular activities?
4. Do students in different courses (e.g. University Entrance, General Course) have different attitudes toward extra-curricular activities?
5. Do students in different areas of the City of Winnipeg (North, Central, South) have different attitudes toward extra-curricular activities?
6. Do students with part-time jobs have different attitudes toward extra-curricular activities as compared with students with no part-time jobs?
7. Do students in leadership positions in their schools have different attitudes toward extra-curricular activities as compared with students who are not in leadership positions?
8. Do students spending different lengths of time participating in extra-curricular activities have different attitudes toward extra-curricular activities?

Importance of the Problem

Extra-curricular activities are assumed to be organized for

the benefit of students, and since student participation is voluntary, it would appear that many students find the activities valuable, probably for a variety of reasons.

Although teachers are engaged in sponsoring and supervising extra-curricular activities, there seems to be some question about whether such service is voluntary or part of the teachers' responsibilities. Presently, new courses are being introduced into the school curriculum, tending to increase the teachers' workload. If teachers are not compensated in their academic workload for time spent on extra-curricular activities, they may feel the necessity of withdrawing from the activities. Since administrators need to make some important decisions regarding the assignment of workloads to teachers, they will need to know the value of extra-curricular activities and their effect upon their students.

Extra-curricular activities are expensive. Money needed for operating expenses and to provide facilities comes from the school boards and the students. In each case the money comes from the general public. At the present time school taxes are increased annually, accompanied by taxpayers' complaints. Unless the merits of extra-curricular activities are fully appreciated, there may be a shortage of funds which could seriously curtail the extra-curricular activities in our schools.

The previous paragraphs have pointed out the importance of

determining the value of extra-curricular activities in schools. Since student attitudes toward extra-curricular activities can give some insight into the value of activities, this study should provide some guidelines to administrators as to how teacher time and money can best be utilized in extra-curricular activities for maximum student participation and benefit.

II. DEFINITIONS OF TERMS USED

Extra-curricular activities. In this study, extra-curricular activities are those student programs and events sponsored by or through junior and/or senior high schools in Winnipeg School Division No. 1, where student participation is voluntary and non-credited.

Attitude. A student's attitude toward extra-curricular activities is his positive, negative, and neutral associations with extra-curricular activities. Such associations can be manifested in various ways, but in this study only pencil responses to printed statements are considered.

School. Since this study is limited to Winnipeg School Division No. 1, the term "school" means a junior or senior high school in Winnipeg School Division No. 1.

Student. A student is a person who attended a junior or senior high school in Winnipeg School Division No. 1 during the

1968-69 school year.

Leadership positions. Students in leadership positions are those who actually held elected or appointed positions on student council.

III. LIMITATIONS

Attitudinal measuring is a difficult task, since a person's response to a written statement may be inconsistent with his actions. Since students participated in this study on a voluntary basis, it is assumed that their responses are as accurate a measure of their attitudes as printed questionnaires will permit. Voluntary participation by students limits this study due to a lack of complete control over sample selection.

IV. ORGANIZATION OF THE THESIS

In this chapter, the basic problem of this study has been presented. In Chapter II, several studies on extra-curricular activities will be reviewed. A description of the collection of data and statistical analyses used will be presented in Chapter III.

Chapters IV and V present the data and conclusions which result from the analysis. The study is summarized in Chapter VI, which also contains the conclusions and some implications of the results of this study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Some of the many writings regarding extra-curricular activities have been of a general nature, while others have been studies of various specific aspects of extra-curricular activities. A brief review of some of the writings pertaining to this study will be given.

I. GENERAL DISCUSSIONS OF EXTRA-CURRICULAR ACTIVITIES

Although the definition used in this study refers to extra-curricular activities as voluntary student activities, some writers object to the term "extra-curricular activities" due to the implication that the activities described are not really a part of the curriculum. Most writers tend to think of student activities as being a distinct part of the curriculum of a school. Klausmeier (1958) calls them "cocurricular activities", whereas Saylor and Alexander (1966) call them "extraclassroom activities". Both Lee (1963) and McLeary and Hencley (1965) state that student activities in the school should be related to the academic curriculum as a natural extension and an enrichment of the academic studies. The activities differ from the regular curriculum in that, according to Smith, Stanley, and Shores (1957), they are based more on student interest. This concept is supported by Nordberg (1962) and Klausmeier (1958) who maintain that the regular academic curriculum does not satisfy the immediate needs of students, whereas the student activities

can do this. Williams (1964) claims that "...student participation is greater when the activities are related to the needs of everyday life" (p. 353).

Most writers on the subject of extra-curricular activities extol student involvement in planning and organizing the activities. Generally the role of teachers in the activities is also mentioned, because it is considered to be important in the successful operation of extra-curricular activities.

Jacobson, Reavis and Logsdon (1954) feel that every teacher should consider it his responsibility to sponsor extra-curricular activities. Lee (1965) states that the sponsoring teacher should be both interested in the activity and qualified to sponsor it. Both Nordberg (1962) and Lee (1963) feel that if a teacher is to do a satisfactory job of directing an activity, he should be given a lighter teaching load to compensate for the time and energy spent on directing the activity. Concerning the importance of the teacher in activities, Lee (1965) states that the teacher is the key to the whole activity. He says: "A teacher knows what to do, and how to do it, when and where it needs to be done" (p. 452). Wood (1967), however, sounds a warning note concerning teachers in extra-curricular activities. He states that too frequently there is little opportunity for student planning because the groups are so dominated by the will of the faculty adviser. He further warns that some teachers see the activity as a means to professional recognition and eventual advancement.

II. GENERAL RESEARCH ON EXTRA-CURRICULAR ACTIVITIES

Values of Extra-Curricular Activities

The literature shows that there is a need to measure the value of extra-curricular activities to students. Arn (1939) concludes from his study of Saskatchewan high schools that schools appear to place undue emphasis on extra-curricular activities which are of little or no value to participants after graduation. He recommends experimentation in measuring the values of extra-curricular activities. Kratzman (1958), who studied six composite high schools in Alberta, found that evaluation of extra-curricular programs of the composite high schools of Alberta has received little attention. He proceeds to explain that this is inevitable, since five out of the six schools surveyed had no formulated goals for the programs.

Kratzman found that both students and sponsors of activities believed that extra-curricular activities have inherent values not to be found in day to day activities of the regular program, even though they saw little relationship between academic progress and participation in extra-curricular activities. Erickson (1965) studied high school seniors from different sized schools in Minnesota and found that participation in the activities is essential to help students develop maturity and self-reliance necessary for responsible adulthood. He maintained that extra-curricular activities afford an opportunity for students to practise those skills essential in a democracy.

On the other hand, extra-curricular activities have been criticized for detracting students from their studies. Bourgon (1967), who conducted a survey to find what type of students were active in extra-curricular activities, found his data supporting the assumption that the more academically-successful students participated in greater numbers and in more activities than those who are less successful. There may not be a casual connection between participation in activities and academic success, but according to Jacobson (1954), studies revealed that at least no harmful effects of extra-curricular activities are discernible.

One aspect of extra-curricular activities that has received a fair amount of attention in the literature is the value of extra-curricular activities in retaining students in school. Dumka (1969) conducted a survey of dropouts from junior and senior secondary schools in Victoria, British Columbia. He determined relationships between male and female dropouts and the following: (1) club participation, (2) holding of executive positions at school, and (3) being members of representative school teams. His findings indicated that dropouts, both male and female, participated in fewer extra-curricular activities compared to those who continued to attend school.

A study conducted by Bell (1964), the purpose of which was to determine the relationship between participation in extra-class activities and dropping out of Kansas high schools of varying enrollments, had very similar results. He found that lack of participation in school activities was a significant characteristic of a dropout and that there was a significant difference between dropouts and non-dropouts in their leadership roles.

Thomas (1954) reported a four-year study of dropouts in a school of two to three thousand students in the Chicago area. One important result was the while 89 per cent of students finishing high school had participated in activities, not one of the students dropping out before completing the third year had engaged in even one activity. His data revealed a correlation of .76 between participation in activities and finishing school. He also found that it was not the number of activities in which a student participated but the involvement of students in activities that was important. Thomas concluded that, no matter what method of comparison or grouping is used, participation in activities is by far the most striking difference between those who finish school and those who drop out.

Participation in Extra-Curricular Activities

Studies have revealed some interesting patterns of participation in extra-curricular activities. Erickson (1965) found that girls were generally more active than boys, although boys were more active specifically in sports and athletics. He also found a strong and inverse relationship between school size and participation in all extra-class activities, except sports, subject matter clubs, and interest clubs.

MacLeod and Knill (1968) reported a study made of students' council leadership, using grade ten, eleven, and twelve students in a high school. They found that a greater proportion of council members were participants in extra-curricular activities than was the case for non-members.

McKenzie (1968) conducted a survey in a high school in Port Lavaca, Texas, and found that only about 2 percent of students took part in five or more activities. Most students participated in only one or two activities.

The two Canadian studies, Kratzman (1958) and Arn (1939), reached similar conclusions regarding participation. Arn concluded that over 70 percent of total extra-curricular participation of Saskatchewan high school pupils was in athletics. He also noted a very limited participation by pupils of the senior grades while Kratzman noted that the programs in Alberta schools studied placed great emphasis upon athletics, especially interschool competition. Kratzman also found that student participation is highest in athletic activities -- outnumbering the non-athletic by four to one. Results of his study indicated that only one-fourth to one-third of the school population took part in the extra-curricular life of the school.

III. STUDENT ATTITUDES TOWARD EXTRA-CURRICULAR ACTIVITIES

McKenzie (1968) attempted to discover the attitudes of students toward extra-curricular activities. Brinegar (1955) administered a general-attitudes questionnaire to 9,744 high school pupils in 37 schools in Indiana. Eight of the items dealt directly with pupils' attitudes toward the extra-class program. Swan (1965) studied the attitudes of secondary school students in Iowa. He used 967 students in grades seven, ten, and twelve. Four of the items in the questionnaire related to extra-curricular activities.

All three studies contained a statement about the value of extra-curricular activities. McKenzie found that 24.0 percent of students believed classwork was more important than extra-curricular activities, while 68.0 percent considered both equally important. Brinegar found 54.1 percent of boys and 64.2 percent of girls considered activities equal in value to academic subjects. He found that the ninth-grade pupils attached the most value to extra-class programs. Swan found that 3.0 percent of students considered extra-curricular activities a waste of time, while 15.5 percent considered them valuable for social reasons, and 78.0 percent considered them valuable for educational and social reasons. Swan found significant differences in attitude toward the value of extra-curricular activities when students were grouped according to sex, grade, achievement level, and occupation of father. McKenzie found that more than half the students participated because of the enjoyment of the activities, while almost 25 percent indicated they were primarily seeking socialization opportunities.

In replies to one of Swan's items, "Students in high school ought to be required to take part in at least one extra-curricular activity," approximately 46 percent of students agreed while approximately 41 percent disagreed--more male students disagreed than female students.

Brinegar (1955) found that approximately 49 percent of participants thought all students have an opportunity to participate in the activities, and approximately 24 percent thought all but a few have

the opportunity to participate. In the same study, approximately 50 percent of participants felt that pupils should be required to have passing grades in the academic subjects in order to be eligible to participate in activities. Approximately another 24 percent felt pupils should pass in some of the academic subjects to be eligible.

Swan (1965) found that 70.9 percent of respondents believed that costs were not too high to prevent participation in extra-curricular activities. Those students who disagreed most strongly were in higher grades, had higher achievement levels, were those whose parents had a higher education, and were those whose fathers had occupations requiring a high level of responsibility.

IV. SUMMARY

Most authors seem to be thoroughly convinced that extra-curricular activities are a part of the school program and that because the activities are an integral part of the school program, all teachers should be involved in the extra-curricular program of the school.

Some researchers have shown that there is a need to measure the value of extra-curricular activities whereas other researchers have found that the participation in the activities does not seem to interfere with the academic achievement of students. Other researchers have indicated that participation seems to be valuable in developing maturity and self-reliance in students, and in retaining students in school.

It has been found that generally only a small percentage of students participate in activities with the greatest percentage participation in athletics. Some factors that seem to be related to participation in activities are sex, grade, and student council membership.

Research has shown that the attitude of students toward extra-curricular activities appears to be related to the characteristics of sex, grade, achievement level, and occupation of the father.

This present study is designed to parallel some of the research reviewed in this chapter, as well as to extend the knowledge regarding student attitude toward extra-curricular activities in Winnipeg School Division No. 1. As already mentioned, some characteristics have been shown to be related to student attitude toward extra-curricular activities. In this study, characteristics of Winnipeg students will be examined to see if they are related to their attitude toward extra-curricular activities.

CHAPTER III

METHODOLOGY

The purpose of this study was to survey the attitudes of students in Winnipeg schools toward extra-curricular activities, and to determine whether students having different characteristics differed in their attitudes toward extra-curricular activities. In this chapter the procedures used to fulfill the purpose of the study are described.

I. COLLECTING THE DATA

The Sample

This study was primarily designed to discover attitudes of Winnipeg students in grades nine to twelve. However, in order to understand the attitude of students about to enter high school, it was thought useful to survey the attitudes of at least some students in grades seven and eight. In the spring of 1969, there were approximately 6,800 students enrolled in grades seven and eight in Winnipeg schools. By means of random number tables, 400 students were selected from grades seven and eight and were sent questionnaires by mail. Also in the spring of 1969, there were 11,653 students enrolled in grades nine to twelve in Winnipeg schools. The names of two thousand students were selected at random and were sent questionnaires. Stratification by grade and school occurred during selection.

The Questionnaire

A questionnaire was developed for the purpose of collecting the basic data for the study. The number of responses needed was greater than could be readily gathered by means of personal interviews. When respondents are interviewed, the replies might be biased by the interviewer, possibly in the way he asked the questions, or reacted to the replies. Because of the possible reaction of the respondent to the interviewer, it was felt that the replies might be more reliable when using a questionnaire.

The questionnaire developed for the purpose of this study is divided into three main sections. Section "A" solicits background information about the respondent, Section "B" contains questions dealing with the extra-curricular activities in the schools, with student participation in the activities, and with student satisfaction with certain aspects of the extra-curricular activities in their schools. Section "C" consists of twenty-four attitude statements and twenty value statements to which the students responded on Likert-type scales. (A copy of the questionnaire is to be found in the appendix).

In order to encourage students to reply to the questionnaire, the student council presidents of the nine high schools in Winnipeg were asked for their support. They agreed to support the study, and the cover letter for the questionnaires carried the signatures of these nine presidents. Every questionnaire mailed to students was accompanied by a stamped, self-addressed envelope to ensure as high a percentage

return as possible. The number of questionnaires mailed to students in Winnipeg was 2,400.

II. ANALYSIS

Respondents

Table I shows that out of 2,400 questionnaires sent out, 1,184 replies were analyzed. It also indicates that the distribution of the respondents by grade approximates the distribution of students receiving the questionnaires.

Table II shows the result of mailing out the questionnaires. Since school records of student addresses may not be completely accurate at the end of the school year, eighty-seven questionnaires could not be delivered and were returned by the Post Office. Some completed questionnaires arrived too late to be used in the study, and three contained an insufficient amount of information.

Statistical Analysis

The information from the 1,184 questionnaires was transferred to data cards and processed by using a computer. A principal factor analysis was performed on the responses to the twenty-four attitude statements in Section "C" of the questionnaire. Each factor accounted for at least five percent of the total variability. Next a rotated factor matrix was obtained. Each of the twenty-four attitude statements was then assigned to one of the factors according to its loading on the factor.

TABLE I

18

NUMBERS AND PERCENTAGES OF QUESTIONNAIRES MAILED
OUT AND USED, BY GRADES

Grade	Mailed Out		Returned and Analyzed	
	No.	%	No.	%
Seven and eight	400	16.6	178	15.1
Nine	552	23.2	302	25.5
Ten	550	22.9	276	23.3
Eleven	480	20.0	228	19.3
Twelve	418	17.3	200	16.8
Total	2,400	100.0	1,184	100.0

TABLE II

REPLIES TO QUESTIONNAIRE

	Number	Percentage
Undelivered	87	3.6
Arrived late	119	4.9
Incomplete	3	0.2
No reply	1,007	42.0
Analyzed	1,184	49.3
Total	2,400	100.0

As stated in the introduction, one purpose of this study was to explore the differences in attitudes toward the extra-curricular activity program held by Winnipeg students with different characteristics. The chi-square test was used to determine whether or not each characteristic was at all related to the attitudes held by the students. The characteristics studied are sex, age, grade level, course of study, area of residence, part-time job, leadership position, and time spent of extra-curricular activities. A list showing the number of students in each category can be found in Appendix B.

The results of the factor analysis will be presented in the next chapter, and the results of the chi-square tests will be discussed in Chapter V.

CHAPTER IV

FACTOR ANALYSIS

The object of this study was presented in Chapter I, and the methods employed in accomplishing the object were presented in Chapter III. A principal factor analysis and the chi-square test were employed in studying the student responses to the questionnaire. The results of the factor analysis are described in this chapter.

The responses to the twenty-four attitude statements were subjected to a principal factor analysis in order to discover the important aspects of extra-curricular activities as seen in the responses. Baggaley (1964) mentions this "exploratory factor analysis" as distinguished from "confirmatory factor analysis" where the purpose is to confirm some pre-determined factors.

The factors were extracted from a matrix of intercorrelations of the twenty-four attitude statements. (This matrix can be found in Appendix B.) The factors make it possible to group the attitude statements to obtain a clearer description of the students' attitude toward extra-curricular activities, as well as giving some insight into the nature of extra-curricular activities as described by the attitude statements. Thus the rotated factor matrix presented in Table III is a description of student attitudes toward extra-curricular activities in terms of the twenty-four attitude statements.

TABLE III
 PRINCIPAL FACTOR ANALYSIS VARIMAX ROTATION*

Item	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Communality
9	73	-02	-04	04	18	09	58
10	78	04	-00	-00	13	05	62
11	63	03	30	-03	01	03	49
12	42	-06	22	06	-01	38	38
2	18	55	10	-05	-34	00	46
4	-06	61	-03	05	15	08	41
6	-17	62	05	01	16	-13	45
7	05	45	05	-13	06	09	24
13	34	45	-27	30	-04	13	50
1	28	19	48	-00	-28	07	43
3	-20	02	64	04	16	00	47
8	14	-00	60	-05	-13	-10	42
16	18	03	49	12	17	26	39
23	22	-06	35	-03	01	27	24
15	-07	14	15	31	24	31	30
21	10	-05	18	81	09	03	71
22	06	07	18	-68	25	21	61
17	-07	-03	49	01	52	15	54
19	27	40	-12	32	41	19	56
20	31	11	05	04	63	03	51
24	18	27	-05	-20	50	-04	40
5	10	12	11	-23	-13	46	32
14	04	10	-06	-00	09	70	51
18	06	-05	04	04	06	64	42
Cumulative percent of variability:							
	14.3	22.3	29.0	35.3	40.8	45.8	

*Decimal points have been omitted.

I. DESCRIPTION OF THE FACTORS

The factor analysis caused six factors to emerge, each one accounting for at least 5 percent of the total variability, with all six factors accounting for a total of 45.781 percent of the total variability.

Factor I. Responsibility - The statements which load on this factor deal with the responsibility of student council, teacher, and school responsibility for the operation of extra-curricular activities.

Factor II. Emphasis - This factor seems to have isolated statements dealing with emphasis in extra-curricular activities, particularly emphasis on participation of students and type of activities offered by the school.

Factor III. Student Involvement - The statements loading on this factor appear to be associated with opportunities and extent of student involvement.

Factor V. Inter-school sports and community clubs - The statements that load on this factor deal with the place of inter-school sports in the extra-curricular activity program, and the relationship between the activity program and community clubs.

Factor VI. Restrictions - This factor seems to have isolated statements dealing with restrictions on student participation in extra-curricular activities.

II. DISCUSSION OF THE FACTORS

Responsibility. This factor accounts for 14.316 percent of the total variability. Two statements deal with teacher responsibility toward extra-curricular activities, each dealing with a different aspect of teacher responsibility. One aspect is teacher responsibility in connection with sponsoring or supervising extra-curricular activities. The other aspect is the extent to which teachers should control or dominate any one activity. Since these two statements do not contribute very much to any other factor, it seems as though students see teacher responsibility to be an important aspect of extra-curricular activities. The idea of student council responsibility for extra-curricular activities is also important. However, the statement dealing with this idea also contributes quite strongly toward Factor II. The statement dealing with the use of regular school hours for extra-curricular activities is a more general statement since its loading on this factor is quite low and it contributes quite strongly to two other factors. However, one aspect of it is responsibility, since it is the responsibility of the school to schedule the time for extra-curricular activities, especially if regular school hours are to be used.

Emphasis. This factor, dealing with emphasis in the extra-curricular activity program, has five statements loading on it and accounting for 8.010 percent of the variability. The statements that load most highly on this factor tend to reflect the idea of emphasis in extra-curricular activities in two different areas:

(1) The participation by students in activities and (2) the types of activities offered by the school. Three statements deal with sports. One statement concerns the relative emphasis on recreational and competitive sports in the extra-curricular activity program. Another statement deals with emphasis on sports, and the third statement deals with a possible over-emphasis on inter-school sports. The statement, "There is too much emphasis on sports in the extra-curricular activity program" has fairly high loadings on three other factors and therefore does not belong exclusively to the factor on emphasis, although it certainly has an aspect of emphasis in it. Another statement that contributes to the variability of this factor but loads highest on another factor is the statement, "Inter-school sports should be abolished." This statement does deal with emphasis to some extent. One statement deals with emphasis on participation in terms of whether or not there should be a limit to the number of activities in which a student participates. The statement, "Extra-curricular activities in school should be abolished," loads almost exclusively on this factor. This might imply that students see the problem of extra-curricular activities as one of emphasis.

Student Involvement. The factor on student involvement consists of five statements and account for 6.722 percent of the total variability. These five statements appear to be associated with opportunities and extent of student involvement in extra-curricular activities. Opportunities for student involvement are presented here in a number

of ways: (1) by increasing the kinds of extra-curricular activities offered, (2) by developing intra-mural sports more highly, (3) by making some activities a part of the regular curriculum, and (4) by allowing student council members some regular class time to look after their council duties. One statement appears to deal with extent of student involvement in presenting the idea that all students should be involved in at least one extra-curricular activity. Another statement has its second highest loading on this factor and contributes quite strongly to this factor. It is the statement:

"A student who refuses to try out for school teams is showing poor school spirit." It deals to some extent with student involvement.

Teachers. The fourth factor accounts for 6.285 percent of the total variability. The two statements that load most highly on the factor deal with teachers in extra-curricular activities, particularly their involvement and remuneration. The statement, "Teachers should receive additional pay for sponsoring or supervising extra-curricular activities," has a strong positive loading while the statement, "All teachers should devote some time to extra-curricular activities without extra pay," has a strong negative loading. It would appear from the loading of these two statements that students see only the two alternatives: that teachers devote some time to extra-curricular activities without pay or they should receive extra pay for sponsoring or supervising the activities. Another statement that

loads on this factor as well as on another factor is: "The success of most extra-curricular activities is dependent on the enthusiasm of the teacher sponsors." This statement seems to bring in the idea of the importance of the teachers in extra-curricular activities. It is interesting to note that the statement, "There is too much emphasis on sports in the extra-curricular activity program," also contributes quite strongly to this factor which appears to deal mainly with teachers. It might be inferred that students see teachers as over-emphasizing sports in the extra-curricular activity program.

Inter-school sports and community clubs. This factor accounts for 5.432 percent of the total variability. It appears to isolate statements dealing with two areas of extra-curricular activities: (1) inter-school sports, and (2) the relation of extra-curricular activities with community clubs. These two ideas are related in that both touch on aspects of extra-curricular activities related to institutions outside the home school. This factor does not appear to be as definite as most of the others since the statements dealing with inter-school sports also contribute quite heavily to other factors.

Restrictions. This factor consists of four statements that have their highest loading on it, and accounts for 5.016 percent of the total variability. Three of the statements belong almost exclusively to this factor. One statement presents the idea that the kind of marks a student receives could be a restriction on student involvement. Two other statements deal with the cost of extra-

curricular activities, implying that students view costs as a possible restriction on their involvement in extra-curricular activities. Another statement contributing to this factor, as well as to another factor, is, "The success of most extra-curricular activities is dependent on the enthusiasm of the teacher-sponsors." The fact that this statement loads on Factor VI would seem to imply that teacher enthusiasm or lack thereof could be a restriction on student involvement in activities.

III. CONCLUSIONS

Through principal factor analysis of the responses to the twenty-four attitude statements, six factors emerged. These factors indicate six very definite aspects of the Winnipeg extra-curricular activity program as viewed by the respondents. These factors were named as follows: responsibility, emphasis, student involvement, teachers, inter-school sports and community clubs, and restrictions.

It would appear that the respondents were most concerned about the responsibility for extra-curricular activities, since this factor accounted for almost twice as much of the total variability as any of the other factors. The other six factors don't seem to vary too much in importance, but restrictions on involvement seemed to be the least important.

CHAPTER V

ANALYSIS OF ITEM RESPONSES

In the previous chapter the results of the factor analysis of the responses to the twenty-four attitude statements in the questionnaire were reported. This chapter will present the responses to each of the attitude statements. In order to maintain greater unity, the statements are grouped into the factors that emerged from the factor analysis. This chapter also presents the difference in attitude found when students are grouped according to eight characteristics: sex, age, grade, course, area of residence in Winnipeg, part-time job, leadership position, and time spent on extra-curricular activities. The attitudes of students grouped according to a characteristic are discussed only if the chi-square test indicated that the groups had a difference in attitude, significant at the 5 percent level.

I. RESPONSIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

How do students feel about teacher responsibility in the extra-curricular activities? Of the students replying, 62.5 percent disagreed with Statement 9, "Extra-curricular activities should be carried on without teacher sponsors or supervisors," (Table IV). There were responses to indicate that at times students supervise certain activities, especially intra-mural games. Other comments indicated a difficulty in getting outside sponsors. Almost half the students replying (47.1 percent) attributed "much value" to extra-curricular

TABLE IV
 STUDENT ATTITUDE TOWARD RESPONSIBILITY FOR OPERATING EXTRA-CURRICULAR ACTIVITIES

	Agree		No opinion		Disagree	
	No.	%	No.	%	No.	%
9. Extra-curricular activities should be carried on without teacher sponsors or supervisors.	287	24.7	148	12.7	744	62.5
10. There is too much teacher domination in extra-curricular activities.	460	39.6	222	19.1	478	41.2
11. Student council should take more responsibility for extra-curricular activities.	818	70.7	199	17.2	139	12.1
12. Time should be allowed during regular school hours for extra-curricular activities.	725	62.5	139	12.0	296	25.5

activities in bringing about improved teacher-student relationships. On the issue, "There is too much teacher domination in extra-curricular activities" (Statement 10), the students responding were almost evenly divided. "No Opinion" responses were registered by 19.1 percent, whereas 39.6 percent were in agreement and 41.2 percent disagreed.

Students took a very strong stand in favour of increased student council responsibility for operating extra-curricular activities. In response to, "Student council should take more responsibility for operating extra-curricular activities" (Statement 11), 24.0 percent and 46.7 percent responded to "Strongly Agree" and "Agree" respectively. It appears that students are not very sure of their council's responsibility because when asked, "How much responsibility does your student council have in planning the extra-curricular program at your school?", 18.1 percent replied with "don't know". This result may be partly explained by the fact that there are some junior high schools that do not have a student council.

The school must take responsibility for the scheduling of time for extra-curricular activities. Table V shows that of 1,168 students responding, 537 students (46.0 percent) indicated that extra-curricular activities were presently carried on during regular class time. Of these over 78 percent indicated satisfaction with the time arrangements. Of the 54.0 percent that did not use regular class time for activities, only 51.7 percent indicated satisfaction. In response to Statement 12, "Time should be allowed during regular school hours for extra-curricular

activities," 22.4 percent and 40.1 percent replied with "Strongly Agree" and "Agree" respectively.

TABLE V
RELATIONSHIP BETWEEN ACTIVITIES DURING
REGULAR CLASS TIME AND SATISFACTION

Degree of Satisfaction	Scheduled during regular class time					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Satisfied	420	78.2	326	51.7	746	63.9
Not Satisfied	61	11.4	217	34.4	278	23.8
Undecided	56	10.4	88	13.9	144	12.3
Total	537	100.0	631	100.0	1168	100.0

Sex. The data in Table VI indicate that girls differ from boys in their attitude toward teacher responsibility for operating extra-curricular activities. In connection with teacher sponsors and supervisors, more boys agreed than girls that teacher sponsors and supervisors are not required (Statement 9), and that there is too much teacher domination in extra-curricular activities, (Statement 10). More boys than girls agreed that extra-curricular activities should be scheduled during regular school hours, (Statement 12). It would appear that generally more girls are willing to work with the teachers and spend time outside of school on extra-curricular activities. There is no significant difference between the amount of time that boys and girls spent on extra-curricular activities.

TABLE VI

PERCENTAGE* AGREEMENT WITH THE STATEMENTS
IN FACTOR I, BASED ON STUDENT CHARACTERISTICS

Characteristic	Statement Number			
	9	10	12	
Sex	Male	30.5	25.1	66.9
	Female	20.2	35.3	58.9
Age	Under 16	19.7	34.9	
	16 and 17	28.6	41.6	
	over 17	28.8	48.0	
Grade	7 and 8	21.1		
	9	18.0		
	10	29.8		
	11	25.6		
	12	30.2		
Course	University Entrance		39.8	
	General and Combined		54.0	
	All other Courses		44.7	
Part-time Job	Yes	29.1	46.7	
	No	22.9	36.7	
Time	None			65.3
	1 - 3 hrs per wk.			57.3
	more than 3 hours per week			64.7

*Percentages are shown where significant differences in responses existed.

Grade. Students at various grade levels differed in their attitude toward only one statement in the factor on responsibility. As the grade level increased more students tended to agree with Statement 9, "Extra-curricular activities should be carried on without teacher sponsors or supervisors." This result is similar to the result with different age groups, which is to be expected since there is a close relationship between age and grade level.

Course. There is a significant difference in attitude among students enrolled in various courses toward teacher responsibility as expressed in Statement 11, "There is too much teacher domination in extra-curricular activities." The majority of students enrolled in the University Entrance Course in high school disagreed with the above statement, while the students in a complete or partial General Course tended to agree with the statement. The attitude of students in all other courses was between the extremes of attitude expressed by the two previous groups.

Part-time job. When students are divided into two groups on the basis of whether or not they held a part-time job, a significant difference is found in attitude toward teacher responsibility in operating extra-curricular activities. With respect to Statement 9, "Extra-curricular activities should be carried on without teacher sponsors or supervisors," more students with a job disagreed than those without a job. In response to Statement 10, however, "There is too much teacher domination in extra-curricular activities," the

majority of students with a job agreed while those without a job disagreed. The results are not due to the amount of time spent on activities by the two groups. The chi-square value shown in Table VII indicated that there is no significant difference in the amount of time students with or without a part-time job spent on extra-curricular activities.

TABLE VII

RELATIONSHIP BETWEEN HOLDING OR NOT HOLDING A PART-TIME JOB AND TIME SPENT ON EXTRA-CURRICULAR ACTIVITIES

Part-time job	Time in hours per week			Total
	None	1 - 3	More than three	
Yes	116	109	131	356
No	258	269	245	772
Total	374	378	376	1,128

$$\chi^2 = 2.93 \quad df = 2 \quad p > .05$$

Time. Students who spent different amounts of time on extra-curricular activities have a significantly different attitude toward school responsibility for operating extra-curricular activities as expressed in Statement 12, "Time should be allowed during regular school hours for extra-curricular activities." More students who participated in activities between one and three hours per week disagreed with the statement above, while there was little difference in response between those who did not participate and those who

participated four or more hours per week. It would seem that one reason why students do not participate in extra-curricular activities is because of a lack of time.

II. EMPHASIS IN EXTRA-CURRICULAR ACTIVITIES

Should the school even conduct extra-curricular activities? Table VIII shows that 95 percent of the responding students disagreed with Statement 4, "Extra-curricular activities should be abolished."

Students seemed to indicate that the emphasis on their participation should be left up to themselves, without restrictions by the school. In response to Statement 6, "There should be a limit to the number of activities in which a student participates," 64.9 percent of the students disagreed. Comments by students, however, showed that a minority of students tended to feel that restrictions are needed because of over-emphasis on the activities on their part.

A small majority of students responding (52.5 percent), disagreed with Statement 13, "There is too much emphasis on sports in the extra-curricular activity program," while 16.1 percent expressed no opinion on the matter.

Statement 7 explores one aspect of students' attitude toward the emphasis on inter-school sports. The statement reads, "Inter-school sports use the athletic facilities of the school to the detriment of the majority of students." The group appeared to be undecided about this matter because 42.8 percent responded with "No Opinion."

TABLE VIII

STUDENT ATTITUDE TOWARD EMPHASIS IN EXTRA-CURRICULAR ACTIVITIES

Attitude Statement	Agree		No Opinion		Disagree	
	No.	%	No.	%	No.	%
2. There should be more emphasis on recreational sports than on competitive sports in the extra-curricular activity program.	713	60.8	227	19.4	233	19.9
4. Extra-curricular activities in school should be abolished.	22	1.9	36	3.1	1095	95.0
6. There should be a limit on the number of activities in which a student participates.	297	25.5	113	9.7	756	64.9
7. Inter-school sports use the athletic facilities of the school to the detriment of the majority of students.	332	28.9	492	42.8	325	28.3
13. There is too much emphasis on sports in the extra-curricular activity program.	363	31.4	187	16.1	608	52.5

It may be that many students do not know to what extent the inter-school teams used the athletic facilities.

What is the students' opinion about recreational and competitive sports in the extra-curricular activity program? The response to Statement 2, "There should be more emphasis on recreational sports than on competitive sports in the extra-curricular activity program," partly answers the question. A total of 60.8 percent of the students agreed with the statement. Student comments on the questionnaires tended to correspond with the above, in that many students expressed a definite need for opportunities to participate in sports activities just for recreation without emphasizing the competition.

Sex. As might be expected on the basis of experience and literature on the subject, the data in Table IX show that more girls than boys agree with Statement 2, "There should be more emphasis on recreational sports than on competitive sports in the extra-curricular activity program."

Age. The expressed attitude of students to Statement 7, "Inter-school sports use the athletic facilities to the detriment of the majority of students," differs among various age levels. More older students tend to agree with the statement than younger students. Students at various age levels also seemed to have different attitudes toward the emphasis on sports in the extra-curricular activity program. This is indicated by the response to Statement 13, "There is too much emphasis on sports in the extra-curricular activity program," where more younger students disagreed, and the disagreement became less as

TABLE IX

PERCENTAGE* AGREEMENT WITH THE STATEMENTS IN FACTOR II, BASED ON STUDENT CHARACTERISTICS

Characteristic	Statement Number						13
	2	4	6	7			
Sex							
Male	55.8						
Female	64.4						
Age							
Under 16				25.4			23.8
16 and 17				28.6			37.1
over 17				38.9			37.4
Grade							
7 and 8	50.3			33.3			19.9
9	53.7			23.4			26.0
10	64.8			24.1			32.6
11	65.0			58.2			39.0
12	70.2			36.5			38.9
Course							
University Entrance				29.3			
General and Combined				28.6			
All other courses				32.9			
Area							
South				27.4			
Centre				29.0			
North				31.8			
Part-time Job							
Yes				34.8			
No				26.7			
Time Spent On Extra-curricular Activities per week							
None	65.2			32.0			37.3
1-3 hours per week	61.0			26.4			29.1
more than 3 hours per week	55.5			27.8			27.1

*Percentages are shown where significant differences in responses existed.

the age level increased. These results seem to indicate that as students became older their strong interest in sports, particularly inter-school sports, became less.

Grade. There is a significant difference in attitude among students at various grade levels toward use of athletic facilities by inter-school sports as indicated by the response to Statement 7, "Inter-school sports use the athletic facilities of the school to the detriment of the majority of students." More grade seven and eight students agreed, whereas more grade nine students disagreed. From grade nine to twelve there is an increase in the number of students who agree with the statement. It would appear that the grade seven and eight students are left out of inter-school sports in their schools. The grade seven and eight students disagreed with Statement 13, "There is too much emphasis on sports in the extra-curricular activity program." Table IX shows that as grade level increased, the disagreement gradually became less. The majority of students agreed with Statement 2, "There should be more emphasis on recreational sports than on competitive sports in the extra-curricular activity program," with agreement becoming stronger as grade level increased. The results tend to be the same as those for age groups, namely that as students became older or more mature, as indicated by an increase in grade level, their interest in sports tended to decrease.

Course. In response to Statement 4, "Extra-curricular activities in school should be abolished," more students in the University Entrance Course indicated disagreement. This might imply that these students expect to benefit from the extra-curricular activity program. More University Entrance Course students compared with the other groups disagreed with Statement 7, "Inter-school sports use the athletic facilities of the school to the detriment of the majority of students." It is possible that University Entrance students are more involved in inter-school sports than other students. Table X shows that they spend more time participating in extra-curricular activities than the other groups.

Area. More students who live in the northern part of Winnipeg agreed with Statement 7, "Inter-school sports use the athletic facilities of the school to the detriment of the majority of students." More students in the southern part of Winnipeg disagreed. It is not clear why the attitude should be different in different areas of Winnipeg, but one explanation may be that students in the southern part of Winnipeg spend more time in extra-curricular activities than students in the northern part. These figures are shown in Table XI.

Part-time job. More students holding a part-time job compared to students without a part-time job tended to agree that inter-school sports use the athletic facilities of the school to the detriment of the majority of students, (Statement 7).

Time. It might be expected that students who are involved in extra-curricular activities would be most eager to have them continue. This expectation is confirmed by student response to Statement 4,

TABLE X
RELATIONSHIP BETWEEN COURSE OF STUDY AND
AMOUNT OF TIME SPENT ON EXTRA-CURRICULAR ACTIVITIES

Course	None		Time in hours per week				Total	
	No.	%	1-3 No.	%	More than 3 No.	%	No.	%
University Entrance	129	28.0	149	32.4	182	39.6	460	100.0
General or combined	57	46.7	33	27.1	32	26.2	122	100.0
Other courses	68	47.9	41	28.0	33	23.2	142	100.0
Total	254	35.1	223	30.9	247	34.1	724	100.0

$$x^2 = 28.30, \quad df = 4, \quad p < .05$$

TABLE XI
RELATIONSHIP BETWEEN AREA OF RESIDENCE AND
AMOUNT OF TIME SPENT ON EXTRA-CURRICULAR ACTIVITIES

Area of Residence	None		Time in hours per week				Total	
	No.	%	1-3 No.	%	More than 3 No.	%	No.	%
South	96	27.0	150	42.3	109	30.7	355	100.0
Centre	95	31.3	84	27.6	125	41.1	304	100.0
North	149	38.8	119	31.0	116	30.2	384	100.0
Total	340	32.6	353	33.8	350	33.6	1043	100.0

$$x^2 = 25.89, \quad df = 4, \quad p < .05$$

"Extra-curricular activities in school should be abolished".

More respondents who spent more than three hours per week on activities disagreed, while those who indicated they spent no time on activities did not disagree as often. Those students spending the most time on extra-curricular activities (more than three hours per week) disagreed most often with Statement 6, "There should be a limit to the number of activities in which a student participates."

The number of "No Opinion" responses to Statement 7, "Inter-school sports use the athletic facilities of the school to the detriment of the majority of students," decreased considerably as the time spent on extra-curricular activities increased. Students who did not spend any time on extra-curricular activities showed a 50 percent "No Opinion" response to the statement. Agreement with the statement also became less as the amount of time spent on activities increased.

In responding to Statement 13, "There is too much emphasis on sports in the extra-curricular activity program," students who did not spend any time on extra-curricular activities agreed most often. The agreement became less as the time spent on activities increased.

Students who indicated they spent no time on extra-curricular activities agreed most often with Statement 2, "There should be more emphasis on recreational sports than on competitive sports in the extra-curricular activity program". The agreement became less as the time spent on activities increased.

The responses of students who indicated that they spent no time on extra-curricular activities would seem to imply that they want extra-curricular activities to continue, but that there is too much emphasis on sports and there should be more emphasis on recreational, rather than competitive, sports.

III. STUDENT INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES

Table XII shows that at least 57.2 percent of students responded with "Strongly Agree" or "Agree" to Statement 3, "All students should be involved in at least one extra-curricular activity." Other comments by students indicate that they do not wish compulsory participation, but they expressed the opinion that with better promotion at the beginning of a school year, a greater number of students would participate.

Maybe participation would be increased if there were different kinds of activities. Of the total group, 26.1 percent and 42.2 percent responded with "Strongly Agree" and "Agree" respectively to Statement 1, "The kinds of extra-curricular activities offered in my school should be increased." In response to the question, "What activities would you like to see included in the extra-curricular program of your school?" a large number of responses indicated a desire for sports requiring individual rather than team effort, such as swimming, tennis, badminton, and golf. The students also indicated a desire for activities other than sports, such as discussion groups, film clubs, and musical activities.

TABLE XII

STUDENT ATTITUDE TOWARD STUDENT
INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES

Attitude Statement	Agree		No Opinion		Disagree	
	N	%	N	%	N	%
1. The kinds of extra-curricular activities offered in my school should be increased.	803	68.3	198	16.9	174	14.8
3. All students should be involved in at least one extra-curricular activity.	670	57.2	157	13.4	345	29.4
8. Intra-mural sports should be more highly developed.	716	61.3	357	30.6	95	8.1
16. Some extra-curricular activities should become part of the regular curriculum.	734	63.5	239	20.7	183	15.8
23. Student council members should be allowed some regular class time to look after their duties.	782	66.3	165	14.0	231	19.6

What do students think about intra-mural sports? Statement 8, "Intra-mural sports should be more highly developed," had 21.9 percent and 39.4 percent response to "Strongly Agree" and "Agree" respectively. Possibly the large response to "No Opinion" (30.6 percent) is due to the fact that many schools now have a well-developed intra-mural sports program.

A large number of students (63.5 percent) agreed with Statement 16, "Some extra-curricular activities should become part of the regular curriculum."

There was a large response (66.3 percent) in favour of the idea in Statement 13: "Student council members should be allowed some regular class time to look after their council duties."

Sex. Male and female students differed in their attitude toward Statement 3, "All students should be involved in at least one extra-curricular activity." Girls agreed more often than boys, as shown in Table XIII. There is also a significant difference in attitude between boys and girls toward the kinds of activities in school as expressed by Statement 1, "The kinds of extra-curricular activities offered in my school should be increased." More boys than girls agreed. Boys also agreed more often than girls that the intra-mural sports should be more highly developed, (Statement 8). It would appear that boys have a greater interest in the sports than do the girls.

Age. There is a difference in attitude among the various age groups toward Statement 3, "All students should be involved in at

TABLE XIII

PERCENTAGE AGREEMENT WITH THE STATEMENTS IN FACTOR III,
BASED ON STUDENT CHARACTERISTICS*

Characteristic	Statement Number		
	1	3	8
Sex			23
Male	71.7	54.5	67.3
Female	65.8	59.7	56.2
Age			
Under 16		63.1	70.8
16 and 17		51.3	64.5
over 17		55.8	60.4
Grade			
7 and 8		69.0	
9		62.1	
10		50.0	
11		52.9	
12		54.5	
Course			
University Entrance			60.6
General and Combined			66.7
All other courses			70.6
Area			
South			66.0
Centre			62.1
North			56.8
Leadership			
Yes			79.7
No			65.2
Time			
None	60.3	44.6	51.1
1 - 3 hours per week	73.1	61.8	65.3
more than 3 hours per wk.	71.2	65.6	68.8

*Percentages are shown where significant differences in responses existed.

least one extra-curricular activity." The students under sixteen years of age agreed more often, while those sixteen or seventeen years old agreed less often.

Younger students (under sixteen years of age) agreed most often with Statement 23, "Student council members should be allowed some regular class time to look after their council duties." This agreement became less frequent as age increased, (Table XIII). These results might imply that younger students did not get as much time for council meetings as the older students, or perhaps younger students tended to see more value in a student council.

Grade. Table XIII shows that the attitude toward Statement 3, "All students should be involved in at least one extra-curricular activity," as expressed by the different grade levels is very similar to the attitude expressed by the different age groups. Grade seven and eight students agreed most often. As grade level increased to grade ten, the agreement became less frequent, and then for grades eleven and twelve it became more frequent again.

Course. Students enrolled in courses other than University Entrance or General Courses agreed most often with Statement 23, "Student council members should be allowed some regular class time to look after their duties." Those in the University Entrance Course agreed, but not as frequently as the other two groups. It should be noted that the number of students who are members of student council is not significantly different among the various courses.

Area. Students living in the southern part of the city of Winnipeg agreed more often than students in other areas that intramural sports should be more highly developed, (Statement 8). Students in the northern part agreed less often than the other groups and were less decisive, since a proportionally larger number of students responded with "No Opinion." It would seem that students residing in the northern part of Winnipeg tended to be more content with the existing situation. Table XI shows that the northern area has the largest number of students who indicated that they spent no time participating in extra-curricular activities.

Leadership. Since members of student council would be most affected by Statement 23, "Student council members should be allowed some regular class time to look after their council duties," it is to be expected that student council members would agree more strongly with the statement than other students. Table XIII confirms this expectation, showing that the attitude of members of student council differs significantly from the attitude of the other students toward the above statement. Perhaps members of student council consider the council to be more important than do other students.

Time. Table XIII indicates that as students spent more time on extra-curricular activities, they tended to agree more often with Statement 3, "All students should be involved in at least one extra-curricular activity." This result would seem to imply that the more students get involved, the more valuable they consider extra-curricular

activities. Students who spent from one to three hours per week on extra-curricular activities agreed most often with Statement 1, "The kinds of extra-curricular activities offered in my school should be increased." Fewer of those who indicated they spent no time on extra-curricular activities agreed with the statement. However, the fact that over 60 percent of non-participants agreed with Statement 1 implies that they were concerned about the activities and they may not have participated because the types of activities offered did not appeal to them. Table XIII shows that the more time students spent participating in extra-curricular activities, the more frequently they agreed with Statement 8, "Intra-mural sports should be more highly developed." These results tend to show that students who are heavily involved in extra-curricular activities are more interested in sports than those who are less involved.

IV. TEACHERS IN EXTRA-CURRICULAR ACTIVITIES

About 49 percent of respondents agreed with Statement 15, "The success of most extra-curricular activities is dependent on the enthusiasm of the teacher-sponsors," whereas 16.6 percent responded to this statement with "No Opinion."

The other two statements in this factor are inversely related, and students' attitudes toward them are very similar. Both have a high percent of "No Opinion" responses, 21.7 percent and 20.3 percent for Statement 21 and 22 respectively, as shown in Table XIV. In responding to Statement 21, "Teachers should receive additional pay

TABLE XIV
 STUDENT ATTITUDE TOWARD TEACHERS IN
 EXTRA-CURRICULAR ACTIVITIES

Attitude Statement	Agree		No Opinion		Disagree	
	N	%	N	%	N	%
15. The success of most extra-curricular activities is dependent on the enthusiasm of the teacher-sponsors.	567	49.1	192	16.6	395	34.2
21. Teachers should receive additional pay for sponsoring or supervising extra-curricular activities.	365	31.4	252	21.7	544	46.9
22. All teachers should devote some time to extra-curricular activities without extra pay.	598	50.7	239	20.3	342	29.0

for sponsoring or supervising extra-curricular activities," 31.4 percent of respondents agreed, while 46.9 percent disagreed. Statement 22 is related to payment for services, "All teachers should devote some time to extra-curricular activities without extra pay." About half the respondents (50.7 percent) agreed with the statement, while 29.0 percent disagreed. It would appear that a large number of students considered the teacher's role in extra-curricular activities important but there seemed to be some hesitancy on the part of students to say what is not a part of a teacher's job. Other comments students made on the questionnaire revealed the opinion that when teachers are exceptionally active in extra-curricular activities, they should receive extra pay. On the other hand, there was some hesitancy because students seemed to think that if teachers did get paid for participation in extra-curricular activities, there would be too many dis-interested teachers directing extra-curricular activities. A study of teachers' attitudes might show whether or not the students' fears are well-founded.

Sex. As shown in Table XV more male students agreed than female students with Statement 21, "Teachers should receive additional pay for sponsoring or supervising extra-curricular activities." More female students agreed than male students with Statement 22, "All teachers should devote some time to extra-curricular activities without extra pay." More female students than male students feel that participating in extra-curricular activities is part of a teacher's regular job.

Age and Grade. As age and grade level increased, agreement with

TABLE XV

PERCENTAGE* AGREEMENT WITH THE STATEMENTS IN FACTOR IV
 BASED ON STUDENT CHARACTERISTICS

Characteristic	Statement Number		
	15	21	22
Sex			
Male		35.6	45.4
Female		27.9	55.6
Age			
under 16	55.0		60.2
16 and 17	45.7		43.4
over 17	41.9		43.1
Grade			
7 and 8	54.3		67.2
9	57.4		59.8
10	48.2		45.7
11	41.8		42.1
12	41.7		39.3
Area			
South	43.4	38.9	
Centre	53.9	29.4	
North	52.3	27.1	
Part-time			
Job			
Yes		38.7	
No		27.9	
Leadership			
Yes		49.3	
No		29.7	
Time			
None	46.2		
1 - 3 hours per week	47.0		
more than 3 hours per week	54.7		

*Percentages are shown where significant differences in responses existed.

Statement 15, "The success of most extra-curricular activities is dependent on the enthusiasm of the teacher sponsors," became less frequent. This result is in keeping with results of previous factors where older students tended to show themselves as being, or desiring to be, more independent of their teachers. Agreement with Statement 22, "All teachers should devote some time to extra-curricular activities without extra pay," decreased as age and grade level increased. Since the majority of students did not agree that teachers should receive additional pay for sponsoring or supervising extra-curricular activities (Statement 21), and since older students did not agree that teachers should devote some time to extra-curricular activities without extra pay (Statement 22), it would seem that older students in the higher grades are saying that teachers in extra-curricular activities are not needed.

Area. Students in the different areas of Winnipeg responded differently to two of the statements in Factor IV. More students (53.9 per cent) in the central area of Winnipeg agreed with Statement 15, "The success of most extra-curricular activities is dependent of the enthusiasm of the teacher-sponsor." Almost as many students (52.3 per cent) in the north section of the city agreed with the statement, while fewer (43.4 per cent) in the southern area agreed. The largest percentage of students (38.9) who agreed with Statement 21, "Teachers should receive

additional pay for sponsoring or supervising extra-curricular activities," lived in the south area of the city. Respondents in the south area of Winnipeg seem to be saying when compared with the other respondents that teachers are not needed in extra-curricular activities, but if teachers are involved, they should get extra pay.

Part-time job. Students with part-time jobs compared to those students without jobs indicated that teachers should receive additional pay for sponsoring or supervising extra-curricular activities (Statement 21). Table XVI shows that there is a strong positive relationship between age and holding a part-time job. It may be, then, that students holding a part-time job reacted differently because of the age factor rather than the part-time employment.

TABLE XVI
RELATIONSHIP BETWEEN AGE AND HOLDING A PART-TIME JOB

Age	Holding a Part-time Job				Total	
	Yes		No		N	%
	N	%	N	%	N	%
15 or less	87	18.1	394	81.9	481	100.0
16 or 17	163	35.5	296	64.5	459	100.0
18 or more	105	54.1	89	45.9	194	100.0
Total	355	31.3	779	68.7	1134	100.0

$$X^2=87.97 \quad df=2 \quad p<.05$$

Leadership. More respondents who were members of student council compared to other students agreed with Statement 21, "Teachers should receive additional pay for sponsoring or supervising extra-curricular activities." It could be that the students in student council were more aware of the teachers' role in extra-curricular activities and were therefore more sympathetic toward the teachers.

Time. As time spent on activities increased, a greater percentage of students agreed with Statement 15, "The success of most extra-curricular activities is dependent on the enthusiasm of the teacher-sponsors." The agreement ranged from 46.2 per cent for non-participants to 54.7 per cent for those who spent more than three hours per week on activities.

V. INTER-SCHOOL SPORTS AND COMMUNITY CLUBS

The first statement in this factor investigated students' attitudes toward participation in school teams, not for themselves, but for others. The majority of students (60.2 per cent) disagreed with Statement 17, "A student who refuses to try out for school teams is showing poor school spirit" (Table XVII).

The response to the next statement shows that students wanted to keep inter-school sports. In response to Statement 19, "Inter-school sports should be abolished," 92.1 per cent of the respondents disagreed.

TABLE XVII
 STUDENT ATTITUDE TOWARD INTER-SCHOOL SPORTS AND COMMUNITY
 CLUBS AS RELATED TO EXTRA-CURRICULAR ACTIVITIES

Attitude Statement	Agree		No Opinion		Disagree	
	N	%	N	%	N	%
17. A student who refuses to try out for school teams is showing poor school spirit.	325	28.1	136	11.8	696	60.2
19. Inter-school sports should be abolished.	32	2.8	60	5.2	1062	92.1
20. Many of the extra-curricular activities in my school should be integrated into the program offered by the community clubs.	308	26.6	477	41.2	373	32.2
24. Many of the extra-curricular activities at my school could be conducted by community clubs.	174	14.8	410	34.8	594	50.4

Students appeared to be undecided about the school's extra-curricular activities being integrated into the program offered by the community clubs. In response to Statement 20, "Many of the extra-curricular activities in my school should be integrated into the program offered by the community clubs", 41.2 per cent had "No Opinion", while 32.2 per cent disagreed with the statement. In response to Statement 24, "Many of the extra-curricular activities at my school could be better conducted by community clubs," 34.8 per cent had "No Opinion," and 50.4 per cent disagreed. Only a small percentage of students seem to think that a better activity program could result by integrating with community clubs or by placing some activities under the direction of the community clubs. Either the students have little confidence in their community clubs, or they think that the schools are doing a good job. Possibly both conditions help form the students' opinions.

Sex. There is a significant difference in attitude between boys and girls toward Statement 17, "A student who refuses to try out for school teams is showing poor school spirit." Both groups disagreed with the statement, but the girls agreed more frequently than the boys, as shown in Table XVIII. This might indicate that boys attach greater importance to inter-school sports than girls do. The majority in both sexes disagreed with Statement 20, "Many of the extra-curricular activities

TABLE XVIII

PERCENTAGE* AGREEMENT WITH THE STATEMENTS IN FACTOR V,
 BASED ON STUDENT CHARACTERISTICS

Characteristic	Statements			
	17	19	20	24
Sex				
Male	23.1		32.0	17.9
Female	31.9		22.4	12.3
Age				
Under 16	35.1			
16 and 17	20.8			
over 17	26.3			
Grade				
7 and 8	47.3			
9	33.8			
10	21.2			
11	22.2			
12	19.7			
Area				
South				13.8
Centre				13.1
North				16.7
Leadership				
Yes			21.7	
No			26.3	
Time				
None		3.2	23.7	14.2
1 - 3 hours per week		2.6	27.3	16.2
more than 3 hours per week		2.7	28.1	13.2

*Percentages are shown where significant differences in responses existed.

in my school should be integrated into the program offered by the community clubs," with more boys compared with girls checking the "Agree" response. More boys also agreed with Statement 24, "Many of the extra-curricular activities at my school could be better conducted by community clubs". An implication here might be that girls feel a greater loyalty to maintain activities at their school, or the boys have had satisfactory experiences with community clubs and would be willing to co-operate more closely with them.

Age and grade. Students at various age and grade levels differed significantly in their attitudes toward Statement 17, "A student who refuses to try out for school teams is showing poor school spirit." The agreement with this statement is shown in Table XVIII, but it appears as though no pattern is established.

Area. More students in the northern area of Winnipeg agreed with Statement 24, "Many of the extra-curricular activities at my school could be better conducted by community clubs," although the percentage is not high. Not much difference is shown in Table XVIII between the central and northern areas of Winnipeg.

Leadership. Compared with other students, more members of student council disagreed with Statement 20, "Many of the

extra-curricular activities in my school should be integrated into the program offered by the community clubs." This result would seem predictable, since student councils are generally at least partially responsible for extra-curricular activities, and the members undoubtedly feel that they are doing a good job.

Time. The response to Statement 19, "Inter-school sports should be abolished," as reported in Table XVIII shows that as time spent in activities increased, the number agreeing with the statement decreased. It appears that students who are more involved in extra-curricular activities tend to favour inter-school sports more strongly. Although students grouped according to time spent on extra-curricular activities differed in their attitudes toward Statements 20 and 24, there is not a very clear pattern. The number of responses showing agreement with Statement 20, "Many of the extra-curricular activities in my school should be integrated into the program offered by the community clubs," tended to increase slightly as time spent on activities increased. The difference, however, in attitude is due mostly to the distribution of the "No Opinion" responses, which decreased as time spent on activities increased.

VI. RESTRICTIONS ON EXTRA-CURRICULAR ACTIVITIES

A large percentage of students (69.9 per cent) agreed with Statement 5, "The kind of marks a student receives should

not keep the students from participating in the extra-curricular activities." Table XX shows that only 7.8 percent responded with "No Opinion", indicating a strong feeling on the part of students with regard to this issue. Student responses to the question, "Are students restricted from extra-curricular activities in your school because of low marks?" and "Are you satisfied with this arrangement?" are shown in Table XIX. Out of sixty-five students who responded with "Yes, from all activities," About 55 percent were not satisfied with the situation, while out of the two hundred and forty-three who responded with "Yes, from inter-school sports only," about 46 percent were not satisfied.

TABLE XIX

SATISFACTION WITH RESTRICTIONS CAUSED BY LOW ACHIEVEMENT

Kind of Restriction	Satisfied		Not Satisfied		Un- Decided		Total	
	N	%	N	%	N	%	N	%
No restrictions	466	84.3	31	5.6	56	10.1	553	100.0
Restricted from all activities	22	33.8	36	55.4	7	10.8	65	100.0
Restricted from inter-school sports only	94	38.7	113	46.5	36	14.8	243	100.0
Total	582	67.5	180	20.9	99	11.5	861	100.0

Table XX shows that 69.3 percent of students agreed with Statement 14, "When school teams are playing games, the

TABLE XX

STUDENT ATTITUDE TOWARD RESTRICTIONS IN EXTRA-CURRICULAR ACTIVITIES

Attitude Statement	Agree		No Opinion		Disagree	
	N	%	N	%	N	%
5. The kind of marks a student receives should not keep the student from participating in the extra-curricular activities.	818	69.9	91	7.8	261	22.4
14. When school teams are playing games, the students should be allowed to watch without paying admission.	805	69.3	116	10.0	240	20.7
18. All extra-curricular activities should be free to all students.	907	78.9	96	8.4	146	12.7

students should be allowed to watch without paying admission." Of the 530 students who said they watched inter-school games and paid admission, only 29 percent indicated dissatisfaction with the arrangements. It would seem that students who did not attend games or did not pay admission feel that admission to such games should be free.

A large group (78.9 percent) expressed agreement with Statement 18, "All extra-curricular activities should be free to all students." In many schools, student activity fees are assessed to help cover the cost of extra-curricular activities. Table XXI shows the satisfaction of the respondents with the student activity fee. The majority seem to favour having no fee or a voluntary fee, although 53.2 percent of those paying a compulsory fee indicated satisfaction.

TABLE XXI
SATISFACTION WITH STUDENT ACTIVITY FEE

Type of Activity Fee	Satisfied		Not Satisfied		Un- Decided		Total	
	N	%	N	%	N	%	N	%
None	359	86.5	22	5.3	34	8.2	415	100.0
Voluntary	135	81.3	17	10.3	14	8.4	166	100.0
Compulsory	299	53.2	204	36.3	59	10.5	562	100.0
Total	793	69.4	243	21.2	107	9.4	1143	100.0

Age and Grade. When students are grouped according to age and grade, there is a significant difference in attitude toward Statement 5, "The kind of marks a student receives should not keep the student from participating in the extra-curricular activities." As age and grade level increased, the per cent of agreement decreased. Students may, as they become older and more experienced, start to realize that there may be a need to place restrictions on participation in extra-curricular activities.

As age and grade level increased, the number of students agreeing with Statement 14, "When school teams are playing games, the student should be allowed to watch without paying admission," decreased. Older students have probably realized the necessity to charge admission to games, while younger, less experienced students don't always think of such practical problems. Students at different grade levels responded differently to Statement 18, "All extra-curricular activities should be free to all students." Table XXII, however, indicates that no particular pattern was established.

Course. Students enrolled in different courses in high school have significantly different attitudes toward Statement 5, "The kind of marks a student receives should not keep the student from participating in extra-curricular activities." A fewer number of respondents enrolled in the University Entrance Course compared to students enrolled in the General or combined courses,

TABLE XXII

PERCENTAGE* AGREEMENT WITH THE STATEMENTS IN FACTOR VI,
BASED ON STUDENT CHARACTERISTICS

Characteristic	Statement		
	5	14	16
Age	Under 16	79.5	73.6
	16 and 17	62.5	69.4
	over 17	59.4	62.9
Grade	7 and 8	83.8	73.6
	9	82.0	72.1
	10	62.6	69.0
	11	60.5	71.2
	12	55.6	62.9
Course	University Entrance	64.9	64.9
	General and Combined	71.8	71.8
	All other Courses	76.9	76.9
Part-Time Job	Yes	62.8	
	No	72.1	
Leadership	Yes	55.1	
	No	68.8	

*Percentages are shown where significant differences in responses existed.

and students enrolled in all other courses agreed with the statement. A possible explanation of the difference that existed could be that students in the University Entrance Course are probably most academic, and therefore may not have the same problem of meeting the academic requirements to participate in activities.

Part-time job. Table XXII shows that students not having a part-time job agreed more often than students holding a part-time job with Statement 14, "When school teams are playing games, the students should be allowed to watch without paying admission." The most obvious explanation for the difference would be that students with part-time jobs would not be as concerned over money as the other students.

Leadership. When students are grouped on the basis of membership in student council, there is a significantly different attitude toward Statement 14, "When school teams are playing games, the students should be allowed to watch without paying admission." More respondents who were not members of student council agreed with the statement than those who were members, as reported in Table XXII. Students who were members of student council probably realize more than the other students how extra-curricular activities operate, and therefore tended to feel more strongly that students should pay admission.

VII. SUMMARY

The findings presented in this chapter indicate that students have different attitudes toward various aspects of

extra-curricular activities when grouped according to certain characteristics. The attitude statements toward which each grouping had significant differences in attitude are indicated in Table XXIII.

Boys and girls differed particularly in their attitude toward sports and the teacher's role in extra-curricular activities. Students at different age and grade levels showed different attitudes toward sports, the teacher's role in activities, and restrictions on participation in extra-curricular activities. When grouped according to their course of study, students showed different attitudes toward teacher domination in extra-curricular activities, the place of inter-school sports, and restrictions on student involvement in extra-curricular activities.

Students in different areas of Winnipeg showed different attitudes mainly in the area of sports, teacher involvement in activities, and relation of extra-curricular activities with community clubs.

The teacher's role in extra-curricular activities, inter-school sports, and paying admission to games are the areas in which students with part-time jobs differed in their attitude from students who did not hold part-time jobs.

Students in leadership positions differed from other

TABLE XXIII
SIGNIFICANT DIFFERENCES IN ATTITUDE BASED
ON STUDENT CHARACTERISTICS

Statement No.	Sex	Age	Grade	Course	Area	Job	Leadership	Time	
				Factor I					
9	*	*	*			*			
10	*	*		*		*			
11									
12	*							*	
				Factor II					
2	*		*					*	
4				*				*	
6								*	
7		*	*	*	*	*		*	
13		*	*					*	
				Factor III					
1	*							*	
3	*	*	*					*	
8	*				*			*	
16									
23		*		*			*		
				Factor IV					
15		*	*		*			*	
21	*				*	*	*		
22	*	*	*						
				Factor V					
17	*	*	*						
19								*	
20	*						*	*	
24	*				*			*	
				Factor VI					
5		*	*	*					
14		*	*			*	*		
18			*						

*Significant at the 5 per cent level.

students in attitude toward only four of the twenty-four attitude statements. These statements deal with teacher pay for extra-curricular activities, integrating the extra-curricular activity program with community club programs, paying admission to inter-school games, and allowing student council members regular school time for council duties.

When students were grouped according to the time spent on extra-curricular activities, there were differences in attitude toward thirteen of the twenty-four attitude statements. Five of the statements involved deal with some type of sports. The other statements deal with teacher involvement in activities, student participation and restrictions on participation in activities, and the relation between extra-curricular activity programs and community club programs.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY

Purpose

This study was undertaken in order to determine the attitude of Winnipeg students toward various aspects of the extra-curricular activity program, and to determine if students with different characteristics had different attitudes toward extra-curricular activities. The characteristics examined were, sex, age, grade, course of study, area of residence, part-time job, leadership position, and time spent on extra-curricular activities.

Procedure

In order to carry out this study, a questionnaire was developed and mailed to 2,400 Winnipeg students during July of 1969. The students were randomly selected from grades seven to twelve, with stratification according to school and grade occurring during selection. A total of 1,184 replies were used in the study. After the replies were punched on data cards, a factor analysis was performed on the twenty-four attitude statements. A rotated factor matrix was obtained, and six factors, each accounting for at least five per cent of the total variability, emerged and were named.

Findings

This section summarizes the findings which answer the question, "What is the attitude of Winnipeg students toward various aspects of the extra-curricular activity program?"

1. Even though many students felt that there is too much teacher domination in extra-curricular activities, the majority still felt that teacher sponsors and supervisors are necessary for the operation of extra-curricular activities. However, students appeared to feel that their student council should take on more responsibility for extra-curricular activities, and the school should schedule time for these activities to be operated during regular school hours.

2. Students felt that extra-curricular activities in school should be continued. Even though they did not feel that there is too much emphasis on sports in the extra-curricular activity program, they felt that there should be more emphasis on recreational sports than on competitive sports in the extra-curricular activity program. Students appeared to be undecided about whether or not inter-school sports use the athletic facilities to the detriment of the majority of students. Many students indicated that there should not be a limit to the number of activities in which a student participates.

3. The majority of students indicated that the opportunities and extent of student involvement in extra-curricular activities

should be increased. This should be done by: (1) increasing the kinds of extra-curricular activities offered, (2) getting all students involved in at least one activity, (3) greater development of intra-mural sports, (4) making some extra-curricular activities a part of the regular curriculum, and (5) allowing student council members some regular class time to look after their duties.

4. Almost half of the students agreed that the success of most extra-curricular activities is dependent on the enthusiasm of the teacher-sponsors. There was no majority opinion but many students indicated that teachers should not receive additional pay for sponsoring or supervising extra-curricular activities, but that all teachers should devote some time to extra-curricular activities without extra pay.

5. The majority of students agreed that inter-school sports should not be abolished. They also expressed the opinion that a student who refuses to try out for school teams is not showing poor school spirit. The majority of students did not agree that many of the extra-curricular activities in the school should be integrated into the program offered by the community clubs nor did they feel that many of the extra-curricular activities at their school could be better conducted by community clubs.

6. The majority of students felt that marks should not keep a student from participating in the extra-curricular activities. They also felt that they should be able to watch their

school teams play without paying admission, and that all extra-curricular activities should be free to all students.

The chi-square statistic was used to determine if students with different characteristics showed different attitudes toward extra-curricular activities. This section summarizes the findings relating to the eight questions raised in Chapter I.

1. Is there a difference between the attitudes of males and females toward extra-curricular activities? Male and female students differed significantly in their attitude toward twelve of the twenty-four attitude statements. More girls indicated that extra-curricular activities remain as they are, whereas boys seemed to be in favour of changes in the structure of extra-curricular activities.

2. Do students at different ages have different attitudes toward extra-curricular activities? There was a significant difference in attitude among various age levels toward eleven of the twenty-four attitude statements. Generally, as student age decreased, more students agreed that teachers should take responsibility for the activities, and that all students should be involved and none should be hindered from participating in extra-curricular activities.

3. Do students at different grade levels have different attitudes toward extra-curricular activities? Students at various grade levels showed different attitudes toward eleven out of the

twenty-four attitude statements. As grade level decreased, more students agreed that all students should be involved, that students should not be hindered from participating by low marks or costs, and that teachers are necessary in extra-curricular activities and should participate on a voluntary basis. As grade level increased, responses seemed to indicate a tendency toward less emphasis on sports, especially competitive sports.

4. Do students in different courses (e.g. University Entrance, General Course) have different attitudes toward extra-curricular activities? Students in different courses showed different attitudes toward five of the twenty-four attitude statements. There was little difference in attitude between students enrolled in the General Course, and those not in the General or University Entrance Courses. The students in the University Entrance Course showed themselves more in agreement than those in other courses with extra-curricular activities as they exist in terms of teacher domination, inter-school sports, and regulations concerning participation by students.

5. Do students in different areas of the City of Winnipeg (North, Central, South) have different attitudes toward extra-curricular activities? Students in different areas of the City of Winnipeg showed different attitudes toward only five of the twenty-four attitude statements. Generally there was the greatest

difference in attitude between students from the northern area and those from the southern area. More students from the southern area than from other areas indicated that extra-curricular activities should not be integrated with the community clubs. Fewer students from the southern area, however, agreed that teachers are necessary in extra-curricular activities and that teacher participation should be voluntary. Students in the North indicated that inter-school sports are over-emphasized and that intramural sports need not be more highly developed.

6. Do students with part-time jobs have different attitudes toward extra-curricular activities as compared with students with no part-time jobs? Students holding a part-time job differed from students not holding a part-time job in their attitude to five of the attitude statements. Students holding a part-time job seemed to express an attitude of desiring greater independence from teachers in the extra-curricular activities. Those without a part-time job felt that inter-school sports are over-emphasized and that they should not be hindered from participation because of costs.

7. Do students in leadership positions in their schools have different attitudes toward extra-curricular activities as compared with students who are not in leadership positions? There are only four attitude statements where members of student council differed in attitude from those who are not members of

student council. More students in leadership position agreed with statements that would benefit student council, namely school time for student council to perform its duties, keeping activities from integrating with community club programs, and charging admission to games. The same students also agreed more often with the idea of teachers getting extra pay for participation in extra-curricular activities.

8. Do students spending different lengths of time participating in extra-curricular activities have different attitudes toward extra-curricular activities? Students who spent different amounts of time participating in extra-curricular activities had different attitudes toward thirteen of the twenty-four attitude statements. As time spent in extra-curricular activities increased, there was an increase in agreement that: (1) extra-curricular activities should not be abolished, (2) there should be no limit to the number of activities in which a student participates, (3) there is not an over-emphasis on sports, both intra-mural and inter-school, (4) all students should be involved in at least one activity, (5) teacher enthusiasm is necessary for the success of extra-curricular activities, and (6) extra-curricular activities should not be given over to the community clubs. As time spent on extra-curricular activities decreased, more students agreed that there should be more emphasis on recreational sports than on competitive sports.

II. CONCLUSIONS

Some of the more important conclusions which could be drawn from this study are discussed below.

1. Students indicated that the extra-curricular activities are an integral part of the school program and should not be given over to community clubs. They felt that the program should be enlarged.

2. Students appeared to be unaware of what role the student council plays in the organizing and operating of extra-curricular activities. They indicated that the student council should have a greater part in operating activities. They indicated, however, that teachers are essential for the successful operation of activities.

3. Students felt that all activities should be open to all students and that participation should not be hindered by a lack of academic achievement or a lack of money.

4. In many schools sports dominate the extra-curricular activity program.

5. Students who were heavily involved in extra-curricular activities tended to be involved largely in some form of competitive sports. Many students believed there was not enough emphasis on sports which are recreational, rather than competitive. This seems to be one of the reasons why some students did not participate in

extra-curricular activities.

6. At different levels of maturity, as shown by age and grade level, students indicated interests in different aspects of extra-curricular activities. A study of student attitude shows that as maturity increased, the interest tended to turn away from competitive sports to more recreational sports, and to other activities, such as music and drama clubs and discussion groups.

7. The time spent on extra-curricular activities and the sex of students seem to be the two most important determinants of student attitude toward extra-curricular activities.

8. Since the attitudes of students enrolled in the University Entrance Course are somewhat different from the attitudes of students in the other courses, it would appear that the academic achievement or ability of students is somewhat of a determinant of student attitude toward extra-curricular activities.

9. The student characteristics of area of residence, part-time job, and leadership position do not appear to be important determinants of students' attitude toward extra-curricular activities.

III. IMPLICATIONS

Though this study in itself will not solve the problems connected with extra-curricular activities, it can give some guide-

lines for the improvement of the activities. Improving the activities should be one aim of everyone involved: administrators, teachers, and students. The value of extra-curricular activities has been described in the literature, particularly its value in retaining students in school. Those students who are involved have attested to the value of activities. However, many students are not participating, and many of the non-participating students could benefit by getting involved in extra-curricular activities.

Some of the recommendations arising from this study and the related literature are discussed below.

For Schools

It would be good for each school to survey current student interests to determine what activities should or should not be offered. Sometimes activities are offered because of tradition or because of the interests of some teacher. One recommendation arising from this study would be to give students much greater opportunity to use the facilities for recreational activities rather than highly-organized competitive sports. This could involve group games or more sports of an individual nature.

The administration of the school should consider giving the students as much responsibility as possible in organizing the extra-curricular activity program. Once activities are organized, the teacher in charge of an activity should not look on it as his activity. He should allow the students as much freedom

to explore as possible, because this is where they will benefit the most. However, the teacher should not follow the other extreme and take no responsibility, because the majority of students believed that the enthusiasm of the teacher is essential in making an activity a success.

There is an obvious need for greater communication with students. Students should be made aware of the role of their council. Many times when students feel that the administration has made a decision, it is in reality a decision made by the student council. Frequently money is collected through the student council to pay for student activities. Many students seem to resent this, particularly because they are not aware of how these funds benefit them as a student body, or perhaps because only a small segment of the student body stands to benefit from the spending of this money.

There are many activities open to both boys and girls, and from which both sexes can benefit. However, this study has shown that boys and girls do have some differences in attitude toward extra-curricular activities. In light of these differences, it would seem logical to offer some activities that would cater particularly to the interests of either sex.

Since there is a large difference in attitude toward extra-curricular activities between students enrolled in the University Entrance Course and those in other courses, schools would do well to determine why this difference exists. Again

a survey of student interests would probably make it possible to offer programs of interest and benefit to a greater majority of students. It becomes quite important to get students involved in activities because it seems to make them feel a part of the school. Past studies have definitely shown that students who are involved in activities have a lesser tendency to drop out of school before finishing school.

One possible way of increasing the number of students who participate might be to allow students to join an activity half way through the school year instead of only in the fall. This could give new life to an activity and students who felt out of place or were busy in the fall might be ready to join an activity for the spring term.

A note of warning concerning student participation must be sounded. Administrators and teachers need to keep in mind that some students are probably involved in activities outside of school, such as community clubs, choirs, youth groups, as well as other activities. They may have no need or time to get involved in the extra-curricular activity program at their school.

For Further Study

This study has investigated the relationship between various student characteristics and student attitude toward extra-curricular activities. It was impossible in this study to investigate the importance of social class in students' attitude

toward extra-curricular activities. The writer feels, and some studies indicate, that this area needs further study.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Arn, E. H. R. "Extra Curricular Activities in Saskatchewan Schools." Unpublished Master's Thesis, University of Manitoba, Winnipeg, Manitoba, 1939.
- Baggaley, Andrew R. Intermediate Correlation Methods. John Wiley and Sons, Inc., 1964.
- Bell, James W. "A Comparison of Dropouts and Nondropouts on Participation in School Activities," School Activities, 36:4-7, September, 1964.
- Bourgon, J. Kenneth. "Which Students are Active? based on sex, class rank," School Activities, 38:15, May, 1967.
- Brinegar, Harold. "Pupil Attitudes Toward Extra-Class Activities," School Review, 63:432 - 437, November, 1955.
- Bruning, James L. and B. L. Kintz. Computational Handbook of Statistics. Scott, Foresman, and Co., 1968.
- Dunka, Samuel. "A Survey of Dropouts from Junior and Senior Secondary Schools in Victoria, British Columbia". Unpublished Master's Thesis, The University of Manitoba, Winnipeg, Manitoba, 1969.
- Erickson, Ralph. "Growing Up - Or Growing Older?" School Activities, 36:3 - 10, April 1965.
- Frederick, Robert W. Student Activities in American Education. New York: Center for Applied Research in Education, Inc., 1965.
- Jacobson, Paul B., William C. Reavis, and James D. Logsdon. The Effective School Principal, In Elementary and Secondary Schools. New Jersey: Prentice-Hall, Inc., 1954.
- Klausmeier, Herbert J. Teaching in the Secondary School. New York: Harper and Brothers, 1958.
- Kratzman, Arthur. "A Descriptive Survey of the Extracurricular Programs of the Composite High Schools of Alberta". Unpublished Master's Thesis, University of Alberta, Edmonton, Alberta, 1958.
- Lee, Florence Henry. Principles and Practices of Teaching in Secondary Schools. New York: David McKay Co. Inc., 1965.
- Lee, James Michael. Principles and Methods of Secondary Education. McGraw-Hill Book Co., 1963.

- Linder, Ivan H. and Henry M. Gumm. Secondary School Administration: Problems and Practices. Columbus, Ohio: Charles E. Merrill Books Inc., 1963.
- MacLeod, A. R. and W. D. Knill. "Students' Council Leadership," Alberta Journal of Educational Research, 14:203 - 208.
- McCleary, Lloyd E. and Stephen P. Hencley, Secondary School Administration - Theoretical Bases of Professional Practice. Dodd, Mead, Co., 1965.
- McKenzie, Ronald F. "Those Extra Curricular Activities," Texas Outlook, 52:35, March 1968.
- Newcomb, Theodore M., Ralph H. Turner, and Philip E. Converse. Social Psychology. Holt, Rinehart, and Winston, Inc., 1965.
- Nordberg, H. Orville et al. Secondary School Teaching. New York: The MacMillan Co., 1962.
- Oppenheim, A. N. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc., 1966.
- Saylor, J. Galen, and William M. Alexander. Curriculum Planning for Modern Schools. Holt, Rinehart, and Winston, Inc., 1966.
- Smith, B. O., William O. Stanley, and J. Harlan Shores. Fundamentals of Curriculum Development. Harcourt, Brace, and World, Inc., 1957.
- Swan, Howard Alexander, Jr. "Attitudes of Secondary School Students in Iowa". Unpublished Ph.D. Thesis, State University of Iowa, 1965.
- Thomas, Robert Jay. "An Empirical Study of High School Dropouts in Regard to Ten Possibly Related Factors," Journal of Educational Sociology, 28:11 - 18, September 1959.
- Walker, Lewis E. "A Study of the Effects of the Extra-Curriculum on Achievement of Desirable Objectives of Education in some Winnipeg Junior and Senior High Schools". Unpublished Master's Thesis, The University of Manitoba, Winnipeg, Manitoba, 1959.
- Williams, F. Neil. "Encouraging and Limiting Participation in School Activities," School Activities, 36:19 - 21, November 1964.
- Williams, Stanley W. Educational Administration in Secondary Schools. Holt, Rinehart and Winston, 1964.
- Wood, Dr. D. I. "Are Activities Programs Really Activities Programs?" School Activities, 39:8 - 11, September 1967.

APPENDIX A

July, 1969.

Fellow Students:

The enclosed questionnaire is being sent to approximately 10% of the students who were in Winnipeg Junior and Senior High Schools during the 1968-69 term.

We would ask you to complete the questionnaire carefully and honestly. The data gained from the questionnaire will be a major source of information to the current study of extra-curricular activities being carried out by the Winnipeg School Board and Winnipeg Teachers Association.

In signing our names to this letter we are acting on our belief that it is important for students' opinions on the education process to be considered. Filling in this questionnaire and returning it promptly via the stamped, self-addressed envelopes is one way of ensuring that student opinions will be heard and considered.

Yours sincerely,

Ralph James

Ralph James - Pres., Grant Park

Michael Decter

Michael Decter - Pres., Kelvin

Brian O'Leary

Brian O'Leary - Pres., Gordon Bell

Laurie May

Laurie May - Pres., Elmwood

Ken Bielak

Ken Bielak - Pres., Tec.-Voc.

Stella Lymycz

Stella Lymycz - Pres., St. John's

Don Borody

Don Borody - Pres., Sislser

Rick Town

Rick Town - Pres., Churchill

Thomas Yamashita

Thomas Yamashita - Pres., Daniel McIntyre

INDEPENDENT STUDY OF EXTRA CURRICULAR ACTIVITIES
 IN WINNIPEG SCHOOL DIVISION ONE

.....

STUDENT'S QUESTIONNAIRE

SECTION "A"

BACKGROUND INFORMATION - for the classification of data

- | | | | | | |
|---|-------------------|--------|-----|---|----|
| 1. Sex (CHECK ONE) | | Male | () | 1 | |
| | | Female | () | 2 | 10 |
| | | | | | |
| 2. What is your present age? CHECK ONE | 12 years or under | () | 0 | | 11 |
| | 13 years | () | 1 | | |
| | 14 years | () | 2 | | |
| | 15 years | () | 3 | | |
| | 16 years | () | 4 | | |
| | 17 years | () | 5 | | |
| | 18 years | () | 6 | | |
| | 19 years | () | 7 | | |
| | 20 years | () | 8 | | |
| | over 20 years | () | 9 | | |
| | | | | | |
| 3. What grade were you in during the 1968-69 school year? CHECK ONE | | | | | 12 |
| | Grade VII | () | 1 | | |
| | Grade VIII | () | 2 | | |
| | Grade IX | () | 3 | | |
| | Grade X | () | 4 | | |
| | Grade XI | () | 5 | | |
| | Grade XII | () | 6 | | |

IF YOU ARE A SENIOR HIGH STUDENT ANSWER QUESTION FOUR

- | | | | | | |
|--|---|-----|---|--|----|
| 4. Which course were you taking? CHECK ONE | | | | | 13 |
| | University Entrance Course | () | 1 | | |
| | General Course | () | 2 | | |
| | University Entrance - general Combination | () | 3 | | |
| | Commercial Course | () | 4 | | |
| | Vocational Course | () | 5 | | |
| | Alternate Commercial | () | 6 | | |
| | Alternate Industrial | () | 7 | | |
| | Occupational Entrance Course | () | 8 | | |
| | Other | () | 9 | | |
| | Specify _____ | | | | |

5. In which category would you place yourself academically? CHECK ONE. 14
- A - excellent () 1
 - B - better than average () 2
 - C - average () 3
 - D - below average () 4

6. In which area of the city do you live? CHECK ONE. 15
- a) South of the Assiniboine River () 1
 - b) North of the Assiniboine River but south of the C.P.R. main line () 2
 - c) North of the C.P.R. main line () 3

7. Did you have a part-time job during the last school year? CHECK ONE. 16
- Yes () 1
 - No () 2

IF "YES" PLEASE ANSWER QUESTIONS 8, 9 and 10.

8. Did your job require you to work: CHECK ONE. 17
- a) Saturday and/or Sunday only () 1
 - b) Monday to Friday only () 2
 - c) A combination of weekdays, Saturday and Sunday () 3

9. How much time did your job require in an average week? CHECK ONE. 18
- 1 - 4 hours () 1
 - 5 - 8 hours () 2
 - 9 - 12 hours () 3
 - 13 - 16 hours () 4
 - 17 - 20 hours () 5
 - 21 - 24 hours () 6
 - over 24 hours () 7

10. Did your part-time job prevent you from participating in the extra-curricular activities in your school? CHECK ONE. 19
- no () 1
 - yes, first term only () 2
 - yes, second term only () 3
 - yes, both first and second term () 4

SECTION "B"

FOR PURPOSES OF THIS STUDY, EXTRA-CURRICULAR ACTIVITIES ARE THOSE ACTIVITIES WHICH ARE VOLUNTARY FOR STUDENTS AND FOR WHICH NO ACADEMIC CREDIT IS GIVEN.

1. a) Are students restricted from extra-curricular activities in your school because of low marks? CHECK ONE. 20
- | | | |
|------------------------------------|-----|---|
| No | () | 1 |
| Yes, from all activities | () | 2 |
| Yes, from inter-school sports only | () | 3 |
| Do not know | () | 4 |
- b) Are you satisfied with this arrangement? CHECK ONE. 21
- | | | |
|-----------|-----|---|
| Yes | () | 1 |
| No | () | 2 |
| Undecided | () | 3 |
2. a) Are students restricted from extra-curricular activities in your school because of their behavior? CHECK ONE. 22
- | | | |
|------------------------------------|-----|---|
| No | () | 1 |
| Yes, from all activities | () | 2 |
| Yes, from inter-school sports only | () | 3 |
| Do not know | () | 4 |
- b) Are you satisfied with this arrangement? CHECK ONE. 23
- | | | |
|-----------|-----|---|
| Yes | () | 1 |
| No | () | 2 |
| Undecided | () | 3 |
3. a) Are extra-curricular activities carried on during normal class time in your school? CHECK ONE. 24
- | | | |
|-----|-----|---|
| Yes | () | 1 |
| No | () | 2 |
- b) Are you satisfied with the present arrangement? CHECK ONE. 25
- | | | |
|-----------|-----|---|
| Yes | () | 1 |
| No | () | 2 |
| Undecided | () | 3 |

4. a) In your school, do people other than teachers, ever supervise or sponsor extra-curricular activities? CHECK ONE. 26

- Yes () 1
- No () 2
- Do not know () 3

b) Comments _____ 27

5. a) Did students in your school ever supervise or sponsor extra-curricular activities? CHECK ONE. 28

- Yes () 1
- No () 2
- Do not know () 3

b) Were you satisfied with this arrangement? CHECK ONE. 29

- Yes () 1
- No () 2
- Undecided () 3

6. Who has the final responsibility for any extra-curricular activity in your school? CHECK ONE. 30

- Principal () 1
- Teacher-sponsor () 2
- Student Council () 3
- Joint principal-staff-student committee () 4
- Do not know () 5

7. Who should accept the final responsibilities for any extra-curricular activity in your school? CHECK ONE. 31

- Principal () 1
- Teacher-sponsor () 2
- Student Council () 3
- Joint principal-staff-student committee () 4
- Undecided () 5
- Other () 6

Specify _____

8. How much responsibility does your student council have in planning the extra-curricular program at your school? CHECK ONE. 32

- None () 1
- Very little () 2
- Some () 3
- A great deal () 4
- Do not know () 5

Comments _____ 33

9. a) Do students in your school receive awards for participation in extra-curricular activities? CHECK ONE. 34

- Yes () 1
- No () 2
- Do not know () 3

b) Are you satisfied with the system of awards in your school? CHECK ONE. 35

- Yes () 1
- No () 2
- Undecided () 3

10. a) Which statement best describes the situation at your school? CHECK ONE. 36

- There is no student activity fee () 1
- The student activity fee is voluntary for students () 2
- The student activity fee is compulsory for all students () 3

b) Were you satisfied with this arrangement? CHECK ONE. 37

- Yes () 1
- No () 2
- Undecided () 3

11. a) In the past year, did you refrain from taking part in any extra-curricular activity because of the cost involved? CHECK ONE. 38

- Yes () 1
- No () 2

b) What activity? _____ 39

12. a) Did your school conduct any fund-raising activities during the past year? (e.g., chocolate bar sales, car washes, etc.) CHECK ONE. 40
- Yes () 1
No () 2
Do not know () 3
- b) If so, did you participate in any fund-raising activity? CHECK ONE. 41
- Yes () 1
No () 2
13. a) Did you attend home games when one of your school athletic teams was playing? CHECK ONE. 42
- Always () 1
Often () 2
Sometimes () 3
Seldom () 4
Never () 5
- b) Did you have to pay admission to attend these games? CHECK ONE. 43
- Yes () 1
No () 2
Do not know () 3
- c) Are you satisfied with these arrangements? CHECK ONE. 44
- Yes () 1
No () 2
Undecided () 3
- d) Comment _____ 45
-
14. During the last year, did you attend social activities (e.g., dances, etc.) sponsored by your school? CHECK ONE. 46
- Always () 1
Often () 2
Sometimes () 3
Seldom () 4
Never () 5
15. Did you hold any elected or appointed position in your class during the past school year? CHECK ONE. 47
- Yes () 1
No () 2

16. Did you hold any elected or appointed position in your school during the past school year? CHECK ONE. 48

Yes () 1
No () 2

17. Which activities did you participate in during the last school year? CHECK AS MANY AS NECESSARY. 49

None () 1
Student council () 2
Student council committees () 3
Publications () 4
Music (choir, band, glee club, etc.) () 5
Drama () 1 50
Clubs () 2
Intra-mural sports () 3
Inter-school sports () 4
Other () 5
Specify _____

Comment _____ 51

18. Please estimate the amount of time you spent on extra-curricular activities during an average week? CHECK ONE. 52

None () 1
1 - 3 hours () 2
4 - 6 hours () 3
7 - 9 hours () 4
10 - 12 hours () 5
13 - 15 hours () 6
More than 15 hours () 7

SECTION "C"YOUR OPINION ON EXTRA-CURRICULAR ACTIVITIESPART ONE

This section asks you to give your opinions about extra-curricular activities. Read each statement and decide to what extent you agree or disagree with it. Then indicate the strength of your opinion by circling the number in one of the columns, marked "Strongly Agree," "Agree," "No Opinion," "Disagree" and "Strongly Disagree."

There is no right or wrong answer to these questions. We are interested only in your opinions.

<u>Circle one for each statement</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>No Opinion</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	
1. The kinds of extra-curricular activities offered in my school should be increased.	1	2	3	4	5	53
2. There should be more emphasis on recreational sports than on competitive sports in the extra-curricular activity program.	1	2	3	4	5	54
3. All students should be involved in at least one extra-curricular activity.	1	2	3	4	5	55
4. Extra-curricular activities in school should be abolished.	1	2	3	4	5	56
5. The kind of marks a student receives should not keep the student from participating in the extra-curricular activities.	1	2	3	4	5	57
6. There should be a limit to the number of activities in which a student participates.	1	2	3	4	5	58
7. Inter-school sports use the athletic facilities of the school to the detriment of the majority of students.	1	2	3	4	5	59
8. Intra-mural sports should be more highly developed.	1	2	3	4	5	60

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	
9. Extra-curricular activities should be carried on without teacher sponsors or supervisors.	1	2	3	4	5	61
10. There is too much teacher domination in extra-curricular activities.	1	2	3	4	5	62
11. Student council should take more responsibility for extra-curricular activities.	1	2	3	4	5	63
12. Time should be allowed during regular school hours for extra-curricular activities.	1	2	3	4	5	64
13. There is too much emphasis on sports in the extra-curricular activity program.	1	2	3	4	5	65
14. When school teams are playing games, the students should be allowed to watch without paying admission.	1	2	3	4	5	66
15. The success of most extra-curricular activities is dependent on the enthusiasm of the teacher-sponsors.	1	2	3	4	5	67
16. Some extra-curricular activities should become part of the regular curriculum.	1	2	3	4	5	68
17. A student who refuses to try out for school teams is showing poor school spirit.	1	2	3	4	5	69
18. All extra-curricular activities should be free to all students.	1	2	3	4	5	70
19. Inter-school sports should be abolished.	1	2	3	4	5	71
20. Many of the extra-curricular activities in my school should be integrated into the program offered by the community clubs.	1	2	3	4	5	72
21. Teachers should receive additional pay for sponsoring or supervising extra-curricular activities.	1	2	3	4	5	73

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	
22. All teachers should devote some time to extra-curricular activities without extra pay.	1	2	3	4	5	74
23. Student council members should be allowed some regular class time to look after their council duties.	1	2	3	4	5	75
24. Many of the extra-curricular activities at my school could be better conducted by community clubs.	1	2	3	4	5	76

PART TWO

A list of values attached to extra-curricular activities is given below. From your knowledge of extra-curricular activities, please evaluate the amount of benefit to students in each instance by circling one of the four columns. Column one indicates much value, column 2 some value, column 3 little value, and column 4 no value. There is no right or wrong answer to these questions. We are interested only in your opinions.

<u>Circle one for each statement</u>	<u>Much</u> <u>Value</u>	<u>Some</u> <u>Value</u>	<u>Little</u> <u>Value</u>	<u>No</u> <u>Value</u>	
1. Development of new friendships.	1	2	3	4	10
2. Motivations for academic work.	1	2	3	4	11
3. Training in sportsmanship.	1	2	3	4	12
4. Improved school spirit.	1	2	3	4	13
5. Worthwhile use of leisure time.	1	2	3	4	14
6. Improved teacher-student relationship.	1	2	3	4	15
7. Increased ability to accept criticism from others.	1	2	3	4	16
8. Opportunity to gain information unavailable in regular courses.	1	2	3	4	17
9. Development of special abilities and skills.	1	2	3	4	18

	<u>Much</u> <u>Value</u>	<u>Some</u> <u>Value</u>	<u>Little</u> <u>Value</u>	<u>No</u> <u>Value</u>	
10. Development of poise and ease in social contacts.	1	2	3	4	19
11. Opportunity for enjoyment and entertainment.	1	2	3	4	20
12. Sense of achievement.	1	2	3	4	21
13. Training for leadership.	1	2	3	4	22
14. Improved physical health.	1	2	3	4	23
15. Learning to accept responsibility.	1	2	3	4	24
16. Opportunity for personal recognition.	1	2	3	4	25
17. Outlet for creativity.	1	2	3	4	26
18. Increased awareness of the world around you.	1	2	3	4	27
19. Improvement of society.	1	2	3	4	28
20. Insight into possible vocations.	1	2	3	4	29

PART THREE

1. What activity/activities would you like to see included in the extra-curricular program of your school?

30

2. What suggestion would you make to improve or change any aspect of the extra-curricular program?

31

3. Any additional comments? _____

32

APPENDIX B

APPENDIX B

TABLE XXIV

NUMBERS OF QUESTIONNAIRES SENT TO STUDENTS
IN DIFFERENT SCHOOLS

School	Grade 9	Grade 10	Grade 11	Grade 12	Total
Aberdeen	23				23
Andrew Mynarski	28				28
Cecil Rhodes	25				25
Churchill High	45	45	35	35	160
Daniel McIntyre		74	64	69	207
Earl Grey	23				23
Elmwood High	51	44	40	24	159
General Wolfe	37				37
Gordon Bell	45	39	34	26	144
Grant Park High	30	62	60	49	201
Hugh J. MacDonald	27				27
Isaac Brock	12				12
Isaac Newton	38				38
J. B. Mitchell	29				29
Kelvin High		65	62	59	186
River Heights	45				45
St. Johns	38	75	65	69	247
Sargent Park	20				20
Sisler High	25	53	51	36	165
Technical-Vocational School	11	93	69	51	224
Total	552	550	480	418	2,000

TABLE XXV

BACKGROUND INFORMATION OF RESPONDENTS

1. Sex	Male	519
	Female	652
	no response	13
2. What is your present age?	12 years or under or no response	20
	13 years	73
	14 years	143
	15 years	283
	16 years	248
	17 years	218
	18 years	132
	19 years	51
	20 years over 20 years	13 3
3. What grade were you in during the 1968-69 school year?	Grade VII	85
	Grade VIII	93
	Grade IX	302
	Grade X	276
	Grade XI	228
	Grade XII	200
4. Which course were you taking?	University Entrance	468
	General	115
	University Entrance- General	11
	Commercial	91
	Vocational	17
	Alternate Commercial	10
	Alternate Industrial	19
	Occupational Entrance	0
	Other	6
	No response	447

TABLE XXV Continued

6.	In which area of the city do you live?	
	South of the Assiniboine River	364
	North of the Assiniboine River but south of the C.P.R. main line	313
	North of the C.P.R. main line	390
	No response	117
7.	Did you have a part-time job during the last school year?	
	Yes	359
	No	795
	No response	30

SECTION "B"

17.	Which activities did you participate in during the last school year?	
	None	240
	Student Council	69
18.	Please estimate the amount of time you spent on extra-curricular activities during an average week?	
	None	383
	1 - 3 hours	391
	4 - 6 hours	166
	7 - 9 hours	105
	10 - 12 hours	56
	13 - 15 hours	23
	More than 15 hrs.	32
	No response	28

TABLE XXVI

NUMBER OF RESPONDENTS, GROUPED ACCORDING TO
STUDENT CHARACTERISTICS

1.	sex	
	a) male	519
	b) female	652
2.	age	
	a) 13, 14, or 15 years old	499
	b) 16 or 17 years old	466
	c) over 17 years old	199
3.	grade level	
	a) grades seven and eight	178
	b) grade nine	302
	c) grade ten	276
	d) grade eleven	228
	e) grade twelve	199
4.	course	
	a) University Entrance Course	468
	b) General Course, or a combination of Un- iversity Entrance and General Course subjects	126
	c) any other course	143
5.	area of residence in Winnipeg	
	a) South - south of the Assiniboine River	364
	b) Centre - north of the Assiniboine River but south of the C.P.R. main line track	313
	c) North - north of the C.P.R. main line track	390
6.	part-time job	
	a) yes - had a part-time job	359
	b) no - did not have a part-time job	795
7.	leadership position	
	a) member of student council	69
	b) not a member of student council	1115
8.	time spent on extra-curricular activities	
	a) none	383
	b) one to three hours per week	391
	c) more than three hours per week	382

TABLE XXVII

VALUES OF EXTRA-CURRICULAR ACTIVITIES AS
SEEN BY RESPONDENTS

	<u>Much</u> <u>Value</u>	<u>Some</u> <u>Value</u>	<u>Little</u> <u>Value</u>	<u>No</u> <u>Value</u>
1. Development of new friendships.	752	347	69	8
2. Motivations for academic work.	238	527	290	96
3. Training in sportsmanship.	727	367	71	12
4. Improved school spirit.	760	316	73	27
5. Worthwhile use of leisure time.	571	427	131	43
6. Improved teacher-student relationship.	552	416	157	47
7. Increased ability to accept criticism from others.	474	425	207	69
8. Opportunity to gain information unavailable in regular courses.	462	461	188	65
9. Development of special abilities and skills.	821	300	49	4
10. Development of poise and ease in social contact.	386	538	199	44
11. Opportunity for enjoyment and entertainment.	659	425	70	14
12. Sense of achievement.	670	425	63	8
13. Training for leadership.	490	475	165	35
14. Improved physical health.	729	341	82	17
15. Learning to accept responsibility.	622	416	107	24
16. Opportunity for personal recognition.	430	516	185	33
17. Outlet for creativity.	407	512	198	46
18. Increased awareness of the world around you.	354	414	277	119
19. Improvement of society.	335	439	261	126
20. Insight into possible vocations.	396	516	192	60

TABLE XXVIII

MATRIX OR INTERCORRELATIONS OF ATTITUDE STATEMENTS

Item	1	2	3	4	5	6	7	8
1	1.00							
2	0.17	1.00						
3	0.09	0.04	1.00					
4	0.02	0.09	-0.01	1.00				
5	0.14	0.05	0.03	0.08	1.00			
6	-0.00	0.11	0.08	0.25	0.02	1.00		
7	0.04	0.10	-0.01	0.20	0.08	0.12	1.00	
8	0.25	0.04	0.16	0.03	0.06	-0.05	0.04	1.00
9	0.11	0.05	-0.04	0.05	0.12	-0.04	0.05	0.02
10	0.12	0.09	-0.06	0.04	0.11	-0.01	0.08	0.08
11	0.22	0.12	0.08	-0.02	0.07	-0.03	0.06	0.21
12	0.18	0.00	0.06	0.01	0.17	-0.08	0.08	0.05
13	0.02	0.23	-0.09	0.14	-0.02	0.14	0.10	-0.16
14	0.07	0.05	-0.00	0.09	0.14	0.00	0.04	0.01
15	0.09	0.00	0.06	0.07	0.02	0.06	0.07	0.00
16	0.19	0.06	0.22	0.01	0.12	0.01	0.07	0.15
17	0.07	-0.06	0.32	0.02	0.06	0.06	0.05	0.11
18	0.06	0.04	0.06	0.02	0.15	-0.06	0.06	0.07
19	0.02	0.10	-0.02	0.27	0.05	0.17	0.11	-0.07
20	0.08	0.03	0.04	0.10	0.05	0.01	0.11	0.04
21	0.07	-0.05	0.09	0.05	-0.06	-0.01	-0.05	0.09
22	0.05	0.03	0.14	0.23	0.10	0.04	0.07	0.05
23	0.15	0.00	0.10	0.04	0.12	-0.02	0.03	0.14
24	0.06	0.06	-0.06	0.16	0.05	0.13	0.11	0.02

TABLE XXVIII Continued

Item	9	10	11	12	13	14	15	16
1								
2								
3								
4								
5								
6								
7								
8								
9	1.00							
10	0.54	1.00						
11	0.33	0.40	1.00					
12	0.28	0.26	0.21	1.00				
13	0.16	0.25	0.16	0.14	1.00			
14	0.09	0.11	0.11	0.13	0.12	1.00		
15	0.03	0.05	0.07	0.13	0.09	0.15	1.00	
16	0.17	0.17	0.19	0.28	0.03	0.14	0.15	1.00
17	0.07	0.08	0.13	0.10	-0.06	0.09	0.17	0.28
18	0.13	0.10	0.12	0.11	0.06	0.28	0.08	0.13
19	0.29	0.24	0.14	0.13	0.36	0.18	0.21	0.15
20	0.24	0.21	0.18	0.11	0.09	0.14	0.11	0.15
21	0.11	0.09	0.08	0.11	0.14	0.03	0.16	0.16
22	0.08	0.09	0.14	0.10	-0.03	0.11	0.04	0.13
23	0.11	0.14	0.17	0.33	-0.01	0.12	0.06	0.17
24	0.09	0.13	0.05	0.07	0.07	0.11	0.06	0.06

TABLE XXVIII Continued

Item	17	18	19	20	21	22	23	24
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17	1.00							
18	0.13	1.00						
19	0.17	0.10	1.00					
20	0.19	0.13	0.30	1.00				
21	0.10	0.10	0.20	0.14	1.00			
22	0.21	0.10	0.02	0.06	-0.37	1.00		
23	0.13	0.08	0.02	0.09	0.08	0.10	1.00	
24	0.06	0.04	0.16	0.39	-0.02	0.11	0.08	1.00