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**Comparative Study of the Extra-Curricular Activity Programs in
Selected Middle and Junior High Schools in Pierce County
Washington**

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**COMPARATIVE STUDY OF THE EXTRA-CURRICULAR
ACTIVITY PROGRAMS
IN SELECTED MIDDLE AND JUNIOR HIGH SCHOOLS
IN PIERCE COUNTY WASHINGTON**

By

Nancy Immel

The purpose of this project was to compare the differences in extra-curricular activity programs of middle and junior high schools in Pierce County (WA). To accomplish this purpose a review of current literature and research regarding extra-curricular activity programs was conducted. Thirty-nine selected middle and junior high schools were surveyed to determine which extra-curricular activities were offered at their schools.

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TABLE OF CONTENTS

| | Page |
|--|------|
| Introduction..... | 1 |
| Chapter | |
| 1. Background of the Project..... | 2 |
| Purpose of the Project..... | 2 |
| Limitations of the Project..... | 3 |
| Definition of Terms..... | 3 |
| 2. Review of Literature..... | 5 |
| Introduction..... | 5 |
| Research Supporting Extra-curricular Activity Programs in Middle and Junior High Schools..... | 5 |
| Interscholastic Sports..... | 5 |
| Intramural Sports..... | 7 |
| Club Activities..... | 12 |
| Summary..... | 14 |
| 3. Procedure of the Project..... | 16 |
| Need for the Project..... | 16 |
| Development of the Survey Instrument..... | 17 |
| Treatment of Data..... | 17 |
| 4. Results of the Project..... | 19 |
| A Presentation of Data Pertaining to Extra-curricular Activities in Middle Schools..... | 20 |
| Table 1..... | 21 |

| | |
|--|-----------|
| Table 1..... | 21 |
| A Presentation of Data Pertaining to Extra-curricular Activities in Junior High Schools..... | 24 |
| Table 2..... | 25 |
| A Presentation of Data Pertaining to Extra-curricular Activities Offered to Boys and Girls in Middle and Junior High Schools..... | 27 |
| Table 3..... | 28 |
| 5. Summary, Conclusions and Recommendations..... | 30 |
| Summary..... | 30 |
| Conclusions..... | 30 |
| Recommendations..... | 31 |
| References..... | 32 |
| Appendix A: Questionnaire Cover Letter..... | 34 |
| Appendix B: Questionnaire..... | 35 |

CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

Intramural sports and activities form a vital link in the pattern of blended educational experiences so necessary for all boys and girls in the modern American School. No young person should be deprived of his or her opportunity for participation in a great variety of recreational experiences in the school program, which may contribute more than we can ever know to a long, happy, and normal life. (Means, 1973, p. 19)

According to Means, extra-curricular activities in the schools are a part of a fundamental educational experience and have often contributed to a student's well-being. Not only should a variety of extra-curricular activities be offered in the schools, but all students should have the opportunity to participate and experience many of those activities. The benefits can often be felt by the participant throughout a lifetime.

Purpose of the Project

The purpose of this project was to compare the differences in extra-curricular activity programs of middle and junior high schools in Pierce County (WA). To accomplish this purpose a review of current literature and research regarding extra-

curricular activity programs was conducted. Thirty-nine selected middle and junior high schools were surveyed to determine which extra-curricular activities were offered at their schools.

Limitations of the Project

For the purpose of clarification and focus, project limitations included:

1. Scope: Selected middle and junior high schools in Pierce County Washington were surveyed about their intramural and interscholastic programs.
2. Participants: Thirty-nine middle and junior high school Activity Directors.
3. Research: The preponderance of literature reviewed in Chapter 2 of this study was limited to research conducted within the last ten (10) years.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Extra-curricular Activities: Any club or sport activity offered to students outside of the academic school day.
2. Intramural Activities: Sport or club activities held within the school, which place little or no emphasis on restricting participants or winning as the goal.
3. Interscholastic Activities: Participation in sport activities as a member of a team that represents one's school against other schools, with an emphasis on competition and winning.
4. Middle School: Any school grouping or combination of grades 5-8.
5. Junior High School: A school grouping of grades 7-9.

The remaining chapters of the project were organized as follows:

Chapter 2 - Review of Related Literature.

Chapter 3 - Procedure of the Project.

Chapter 4 - Results of the Project.

Chapter 5 - Summary and Recommendations

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature and research summarized on the following pages has been organized to address:

1. Research supporting extra-curricular activity programs in the middle and junior high schools including; A) Interscholastic Sports, B) Intramural Sports, C) Club Activities
2. Summary.

Research addressed in Chapter 2 was identified through an Educational Resources Information Centers (ERIC) computer search. A hand search of additional sources was also conducted.

Research Supporting Extra-Curricular Activity

Programs in the Middle and

Junior High Schools

Interscholastic Sports

Interscholastic sports have been an integral part of the total educational program in the schools. Interscholastic sports have been a significant educational force in meeting many of the needs of middle and junior high

students. Competition and cooperation have been prized in our culture and both can be fostered by well-conducted athletic programs. Students have learned to appreciate competition and assertiveness, and have also gained higher self-esteem through these programs.

Howard and Stoumbis (1979) emphasized that interscholastic athletics can provide something of value for everyone by assuring a healthy outlet for aggression and a release of tensions.

Sabo and Vanfossen (1992) also found that when compared to their non-participant peers, sport participants were more apt to see themselves as being popular and to be more involved with extra-curricular and community activities.

Not only does participation in the interscholastic program foster feelings of accomplishment and teamwork, but it has also developed a positive attitude within students, which often times spills over into the classroom. Students' positive attitudes have created renewed school spirit, not only in their own buildings, but also in the school community.

Skinner (1988) said it best when he stated how valuable school sports programs can be:

Our school sports program is a valuable source of school spirit. Through participation, students develop a sense of belonging - both to their team and, ultimately, to the school community. Students develop a sense of pride through their participation, and they show a desire to play a role in the success of their team and school. (p. 22)

Often times with pride comes self-esteem. Students feel a part of the mainstream in their schools. The confidence that is developed in students affects a student's behavior and performance in the academic setting. The virtues of the sports program strengthen one another, building a foundation upon which teachers can teach

students the personal values of handling failure, overcoming adversity, and enduring the frustrations and bad times that everyone faces in life.

In support of interscholastic sports, Fuoss & Troppmann (1977) stated this, "We believe in athletics as an important part of the school physical education program. We believe that the experience of playing athletic games should be a part of the education of all children and youth who attend school in the United States" (p. 208).

Intramural Sports

Intramural sports programs have offered a variety of activities to meet the needs of the middle and junior high school student. Students who are interested in their school's intramural sports programs are always guaranteed participation in those activities. Intramural programs also create more options for students who are not able to participate in the interscholastic programs.

A study by Maloney and Petrie (1972) found intramural activities less competitive than interscholastic activities. According to these authorities, intramural sports programs are promoted in order to:

Enable the individual to enjoy physical activity; become involved socially with his fellow students during and after participation; and enable the individual to experiment with his sporting capabilities. These individual benefits are quite dissimilar from those found in most competitive-representative programs such as interscholastic athletics, where a degree of player selectivity and a strong emphasis upon achievement is usually present. (p. 193)

According to Stover (1988) although some people have questioned whether students are interested in intramural programs, many coaches say these programs can go a long way toward solving the participation issue. It allows students of varying

ability levels, talents, interests and time commitments to participate. Students who are often intimidated in turning out for a sport activity, often have the confidence to come out for an intramural sports activity which doesn't emphasize talent or competition. Students have been more apt to participate if they know the teacher or coach.

The organization of the intramural activity program in the schools have met many of the needs that the interscholastic program could not. Alexander and George (1981) also emphasized that all students need to gain from this program:

. . . But to us the most significant argument is that all the students in the middle school need to have experience in sports, experience that is appropriate for their physical status and that yield feelings of satisfaction to many children who would never make the varsity team. (p. 3)

The importance of intramural sport programs in balancing the physical education program and creating life-long benefits has been emphasized by Carlton and Stinson (1983) who stated:

Intramurals are now recognized as integral to a balanced physical education program. They also provide an avenue for teachers with expertise that can provide instruction and create awareness of other activities, many of them life time skills. The involvement of other staff broadens the program, perhaps through a jogging club, tennis club, swim club, or other pursuits. (p. 23)

A good intramural sports program has recognized that it offers more options to it's students. Students begin nurturing the life-long benefits of physical activity, from participation in an intramural program. Students have developed positive attitudes and habits that will effect them later in their life.

It was the opinion of Stover (1988), that a good school athletic program ought to create options for kids rather than close them down. . . . Students who do not make

the varsity teams have often missed out on the opportunities to participate in extra-curricular activities.

According to Kidd and Pankau (1980) intramural activities have extended physical education classes allowing a greater number of students to participate and benefit from such a program. As stated by Kidd and Pankau:

Intramurals when used as an extension of the regular physical education class, give the student the opportunity to participate in a controlled and low-keyed competitive situation. Through participation in such activities, we hopefully give every child the chance to be a winner and steer them into the direction of enjoying a lifetime of beneficial physical activity. (p. 46)

Through participation in an intramural program, students are also encouraged to use their leisure time in a positive way. Instead of sitting on the couch and watching the television or running around on the streets, students are engaging in meaningful activities with their peers. Students have the opportunity to build new friendships.

Summerlin (1978) observed some key benefits for students participating in the intramural program. As stated by Summerlin:

1. Provide the students with opportunities for fun, enjoyment, and fellowship through sports participation.
2. Improve the physical skill and increase the physical fitness of students through a scope of sports activities.
3. Encourage the desirable use of leisure time by students through a diversified program of sports activities. (p. 43)

Foiles (1983) supported the position taken by Summerlin when stating that "today's intramurals often encourage the desirable use of leisure time through a diversified program of sports activities, and can lead to students' improving their physical fitness at the same time" (p. 20).

The emphasis on having students playing as often as possible was highlighted by Politino (1983) when he stated that "it should be our goal to have students playing as often as possible; there are few activities available that can satisfy this need as well as the intramural program can" (p. 54).

When students are participating in the intramural programs, their self-esteem increases considerably. The benefits of increased self-esteem from participation in the intramural program has also been emphasized by Stein (1983) who maintained that a positive intramural experience in the elementary/secondary school can help develop the positive self-image that allows students to enjoy physical activity regardless of the final score--throughout their lives.

Intramural sports programs go a long way in rounding out the educational experiences for students. It offers a different environment for students and teachers to discover new learnings and skills. It provides an informal environment for students and teachers to interact and really get to know each other. Tenoschok (1981) pointed out the potential benefits of having intramural programs in the schools, he stated activities:

1. **Supplements the curricular activities of the physical education program, acting as a laboratory where students may obtain additional practice time for activities learned in class.**
2. **Serves as a time for further instruction and/or the introduction of unique activities.**
3. **Offers the opportunity for specialization in activities of interest to the student.**
4. **Presents a setting for low-key competition or game play.**
5. **Attempts to offer "something for everyone" by introducing supplementary activities not practiced in the curriculum program.**
6. **Promotes a healthy spirit of competition, develops sportsmanship, teamwork and emphasizes fun rather than just winning.**
7. **Provides equal opportunities for girls and boys in either separate or coed activities.**

8. Equalizes teams according to age, grade, or ability, thereby allowing for unequal rates of development in the participants.
9. Provides opportunities to learn rules and attain sports appreciation.
10. Stresses the individual, offering as much praise and glory for the less skilled athletes as for the gifted.
11. Allows each student the chance to be a team captain, leader, and winner, as the activities can be changed every few weeks to appeal to as wide an interest group as possible.
12. Gives all an equal opportunity to play, thereby creating self-confidence, satisfaction, and a feeling of self-worth. (p. 32)

Developing an intramural program in the junior high to promote school spirit was illustrated by Sierra Vista Junior High School in Canyon Country, California. The community did not have an interscholastic program in its junior high, and wanted to expose students to a large variety of activities. The school offered 20 different activities that included; arm wrestling, weight lifting, ping pong, two-on-two basketball, frisbee throw, and basketball free throws. Each event was worth a maximum of 100 points. Students competed for points when they participated, and had to average a predetermined score in order to become a "superstar". This allowed the students to try and master skills for themselves, not competitively with others. Any student who reached the "superstar" status was recognized for his or her efforts. Student enthusiasm made the event a complete success (Spindt, 1981).

Glatthorn and Spencer (1986) summarized it best when they said that the ideal athletic program should include the optimal mix of interscholastic and intramural sports. The interscholastic program can provide an opportunity for the highly talented to compete and can energize the competitive spirit of the rest of the student body. The intramural program, with less pressure and reduced competition is perhaps even more important for developing adolescents.

The principals of effective middle schools were surveyed by Glatthorn and Spencer and those who were surveyed about the issue of intramural and

interscholastic sports believed this; only interscholastic track, basketball, gymnastics, swimming, and soccer should be offered at grades 5 and 6. In grade 7 they would add volleyball, tennis, and girls' softball. Boys' football should not be offered until grade 8, in the view of those leaders. About half of these same principals of effective middle schools reported that they would emphasize intramurals, rather than interscholastic sports, at grade 8 and below.

Club Activities

Besides interscholastic and intramural sports activities, there are other components of the extra-curricular program in the middle and junior high schools that have been successful in meeting the needs of adolescents. These have been the club or non-sport activities that are offered to students.

Glatthorn and Spencer (1986) stated that the basic argument for a strong club activity program was that young adolescents have needs that cannot be met solely through the academic component of the day. Those needs were:

1. To develop leadership skills and decision making skills. Such skills cannot be acquired through reading, listening, and discussion, the standard learning activities of the classroom. They can best be acquired by struggling with real problems in a low-risk environment of a sensitive adult. That's the kind of environment a good activity program provides.
2. Reality interactions with members of the opposite sex . . .
3. To develop multiple talents . . .
4. To develop interpersonal skills. As they struggle to understand themselves and to get beyond an immobilizing self consciousness, they need a supportive environment in which they can learn how to relate to both adults and peers.
5. To develop new relationships. And such activities as sports, glee club, and band and musical comedy

productions may be the only real places where young people of different social classes and ethnic groups mix on an equal basis.

6. To develop new interests. The need and chance to work with an adult who can stimulate interest and make new hobbies seem exciting.
 7. A change of pace. The need to be highly active, and they need a time to relax.
 8. To celebrate and perform. The basic human ritual, for ceremony.
- (p. 101)

While the athletic program has given the physically talented a chance to excel, the club activities provide opportunities for meeting the needs of performers and talented groups such as; writers, actors, and musicians. These special interest groups play a vital role in diversifying the activity program. The rationale for these extra-curricular clubs were determined by Glatthorn and Spencer:

1. A Different Environment A good activity program will provide a changed environment in which such skills can be developed. It will be an environment in which people can interact more freely and less formally, here rules can be developed as the need arises, and where real problems can be solved.
2. Different Roles and Relationships. . . . The developmental needs of young adolescents require different roles and relationships. They need to teach, not just learn. They need to identify problems, not simply solve those that are posed for them.
3. A Different Spirit and Mood - The mood of the task-oriented classroom is serious and business like, with participants concerned with efficiency and productivity. . . . The young adolescent needs a time to laugh, to fantasize, to celebrate - to escape the solemn business of being a good student. The right kind of activity program provides for those chances.
4. A Different Kind of Learning - In the standard academic classroom most learning is viewed as the acquisition of concepts through verbal means - listening, discussing, reading and writing. A good activity program offers a different view. Learning is the growth that comes from

solving real problems. . . In the activity program the student develops a club's budget and determines the best way of raising funds to meet expenses.

5. A Different View of Ability - In the classroom academic ability is emphasized and rewarded. In a good activity program, other talents are demanded and prized : the ability to play, sing, to resolve disputes, to use the body graceful. . . . These different can best be provided through a comprehensive activity program. (p. 101)

Summary

The research and related literature summarized in Chapter 2 supported the following themes:

Support for interscholastic and intramural sports activities in the middle and junior high school have been reported. The physical, emotional, social, and participation needs of the adolescent have been met through participation in these programs. Adolescents need time and opportunities to interact with peers, build friendships, develop athletic skills, and participate in healthy physical activities which add to the development of greater self-esteem.

Support for club activities in the middle and junior high schools have been reported. A variety of talents and interests have been met through participation in such club activities as drama, journalism, and music. The non-athlete needs time and opportunities to interact with peers, develop strong interests, and reap the self-confidence attained through participation in school club activities.

A well balanced extra-curricular program in the middle and junior high school have met the needs of a greater population of adolescents. Positive benefits are not only felt by the individual student, but school and community spirit is also impacted as a result of a rounded extra-curricular program in the middle and junior high schools.

In the next chapter, a comparison of specific extra-curricular activity programs offered in middle and junior high schools in Pierce County Washington will be addressed.

CHAPTER 3

PROCEDURE OF THE PROJECT

The purpose of this project was to compare the differences in extra-curricular activity programs of middle and junior high schools Pierce County (WA). To accomplish this purpose a review of current literature and research regarding extra-curricular activity programs was conducted. Thirty-nine selected schools were surveyed to determine which extra-curricular activities were offered at their schools.

Chapter 3 contains background information describing:

- 1) Need for the Project
- 2) Development of the Survey Instrument
- 3) Treatment of Data

Need for the Project

The topic which was the subject of this study has evolved as a logical extension and outgrowth of the writer's (Nancy Immel) school experiences.

1. The writer's six (6) years of teaching experience at the middle school level in the Tacoma School District.
2. Eight (8) years of coaching sports (ie; basketball, flag football, and softball)
3. The absence of any extra-curricular study with the Tacoma School District.
4. The opportunity to undertake research related to extra-curricular programs in conjunction with the Masters Program Requirements.
5. Encouragement given by Activity Director Dale Blankers to undertake the present study.

Development of the Survey Instrument

The questionnaire used in this study was constructed after the analysis and review of related literature. The survey of related literature produced the questionnaire categories listed: Name of School; Number of Students in the School; Middle or Junior High School; Rural, Suburban or Urban District; Grade Divisions; and Thirty-Four Extra-curricular Activities mentioned.

The questionnaire included thirty-four forced choice answers and seven open-ended or (other) choice responses. The writer made provisions for open ended response questions which would permit the respondent to add items that were not included among the categories.

Treatment of Data

A total of thirty-nine (39) questionnaires were mailed out to selected activity directors in Pierce County Washington. Thirty-one questionnaires (79 percent) were returned by self-addressed stamped envelopes and all thirty-one were included in the analysis of data.

When the questionnaires were returned they were sorted into three different classifications. First, they were divided into middle and non-middle (junior high) schools. The activities for each of these subdivisions were totaled. With these totals a percentage was determined to compare the differences between the extra-curricular activities of the middle and junior high schools.

Second, the activities were divided from the responses into intramural and interscholastic offerings and tallied for comparison.

Third, both middle and junior high school responses were tallied to see which activities were offered to boys and girls.

The data in the next chapter reflected the findings for each subdivision and were put into table form for easy comparison.

CHAPTER 4

RESULTS OF THE PROJECT

Data presented in Chapter 4 have been organized in three sections, which correspond with three categories contained in the questionnaire instrument (APPENDIX) to determine the purpose of this project which was to compare the differences in extra-curricular activity programs of middle and junior high schools.

These sections included:

1. Intramural and interscholastic activities offered in the middle schools
2. Intramural and interscholastic activities offered in the junior highs
3. Athletic activities offered to boys and girls in the middle and junior high schools.

Responses in the three categories listed above have been grouped and tabulated by frequency and percentage. Open-ended responses have also been tabulated by frequency and percentage and were included in each one of the three categories.

A two page questionnaire sent out to thirty-nine (39) middle and junior high school activity directors in Pierce County in June 1993 was the instrument used to collect data for the project.

A PRESENTATION OF DATA PERTAINING TO
EXTRA-CURRICULAR ACTIVITIES
IN MIDDLE SCHOOLS

Table 1 provides a summary of responses from Activity Directors surveyed indicating the number of intramural and interscholastic extra-curricular activities that were offered in middle schools. For example, Table 1 indicated that basketball was the most frequent sport activity offered in the middle school. Ninety-four percent of the middle schools offered basketball as an intramural activity, while 71 percent of middle schools also offered basketball as an interscholastic activity.

Table 1 further indicates that over 60 percent of middle schools offered track (76 percent), volleyball (76 percent), and wrestling (65 percent), as an interscholastic activity. It was observed that 35 percent of the schools offered tackle football as an interscholastic activity. From Table 1, other frequent sports were softball (41 percent) and baseball (35 percent) offered as interscholastic activities in the middle schools. Table 1 further indicates the second most common intramural sport in middle schools was volleyball (47 percent), followed by flag football (41 percent) soccer (29 percent) and softball (29 percent).

In the non-athletic activities that were calculated, Table 1 indicated (88 percent) of middle schools offered choir in their extra-curricular programs, along with these other activities; concert band (76 percent) and yearbook (88 percent). Clubs offered by over 50 percent of middle schools as shown in Table 1 were; orchestra (41 percent), art club (41 percent), computer club (53 percent), math club (35 percent) and journalism (41 percent).

Table 1

Frequency (f) and Percentage (%) of Responses
of Extra-curricular Activities in 14 Middle Schools

| <u>ACTIVITIES</u> | <u>INTRAMURAL</u> | | <u>INTERSCHOLASTIC</u> | |
|-------------------|-------------------|-----|------------------------|-----|
| | (f) | % | (f) | % |
| Badminton | 2 | 12% | | |
| Baseball | 1 | 6% | 6 | 35% |
| Basketball | 12 | 71% | 16 | 94% |
| Cheerleading | | | 1 | 6% |
| Cross-country | | | 2 | 12% |
| Flag football | 7 | 41% | 3 | 24% |
| Golf | 1 | 6% | 1 | 6% |
| Soccer | 5 | 29% | 9 | 53% |
| Softball | 5 | 29% | 7 | 41% |
| Swimming | | | 1 | 6% |
| Tackle football | 6 | 35% | | |
| Tennis | 1 | 6% | 1 | 6% |
| Track | 2 | 12% | 13 | 76% |
| Volleyball | 8 | 47% | 13 | 76% |
| Wrestling | 3 | 18% | 11 | 65% |
| Choir | 15 | 88% | | |
| Concert band | 13 | 76% | | |
| Glee club | 1 | 6% | | |
| Marching band | 3 | 8% | | |
| Orchestra | 7 | 41% | | |
| Art club | 7 | 41% | | |
| Computer club | 9 | 53% | | |
| Debate | 1 | 6% | | |
| Foreign language | 3 | 18% | | |
| Honor Society | 4 | 24% | | |
| Math club | 6 | 35% | | |
| Photography | 3 | 18% | | |
| Science club | 7 | 41% | | |
| Stamp club | 1 | 6% | | |
| Yearbook | 15 | 88% | | |
| Journalism | 7 | 41% | | |

Table 1 Cont.

| <u>ACTIVITIES</u> | (f) | <u>INTRAMURAL</u> % |
|-------------------|-----|------------------------|
| Open response: | | |
| Knowledge Bowl | 4 | 24% |
| Drama Club | 3 | 18% |
| Odyssey of mind | 2 | 12% |
| Drill Team | 2 | 12% |
| Chess club | 2 | 12% |

Does your district require students who participate in the intramural program to have physicals ? Yes 59% No 7%

Only 66% of the middle and junior high schools reporting had an intramural program in their schools.

Does your district require students who participate in the interscholastic program to have physicals ? Yes 100% No ----

In the open-ended response category, middle schools indicated they also offered these clubs in their extra-curricular activity programs; knowledge bowl (24 percent), drama club (18 percent), Odyssey of the Mind (12 percent), drill team (12 percent) and chess club (12 percent).

A PRESENTATION OF DATA PERTAINING TO
EXTRA-CURRICULAR ACTIVITIES IN JUNIOR HIGH SCHOOLS

Table 2 provides a summary of responses from Activity Directors surveyed indicating the number of intramural and interscholastic extra-curricular activities that were offered in junior high school. As observed in middle schools, basketball was offered as a popular sport activity in junior high school. Basketball was offered in 100 percent of junior high schools as an interscholastic activity, while 43 percent offered basketball as an intramural activity. Table 2 presented other interscholastic activities offered in junior high; track (100 percent), volleyball (100 percent) wrestling (100 percent), baseball (71 percent), softball (64 percent), soccer (50 percent) and tennis (50 percent). Other than basketball, intramural activities were not emphasized as much as interscholastic activities in junior high. As observed in Table 2, those activities were; baseball (29 percent), softball (21 percent), volleyball (21 percent) and flag football (14 percent).

As indicated in Table 2, the two strongest non-athletic activities offered in the junior high were choir (100 percent) and concert band (100 percent). Other frequently offered activities from Table 2 were; yearbook (93 percent), orchestra (71 percent), honor society (71 percent), marching band (57 percent), computer club (57 percent) and journalism (50 percent).

Table 2
Frequency (f) and Percentage (%) of Responses
of Extra- curricular activities in 17 Junior High Schools

| <u>ACTIVITIES</u> | <u>INTRAMURAL</u> | | <u>INTERSCHOLASTIC</u> | |
|-------------------|-------------------|------|------------------------|------|
| | (f) | % | (f) | % |
| Badminton | 1 | 7% | | |
| Baseball | 4 | 29% | 10 | 71% |
| Basketball | 6 | 43% | 14 | 100% |
| Cheerleading | 3 | 21% | 6 | 43% |
| Cross country | | | 1 | 7% |
| Flag football | 2 | 14% | | |
| Golf | | | | |
| Soccer | 1 | 7% | 7 | 50% |
| Softball | 3 | 21% | 9 | 64% |
| Swimming | | | 3 | 21% |
| Tackle football | | | 13 | 93% |
| Tennis | | | 7 | 50% |
| Track | | | 14 | 100% |
| Volleyball | 3 | 21% | 14 | 100% |
| Wrestling | | | 14 | 100% |
| Choir | 14 | 100% | | |
| Concert band | 14 | 100% | | |
| Glee club | 1 | 7% | | |
| Marching band | 8 | 57% | | |
| Orchestra | 10 | 71% | | |
| Art club | 4 | 29% | | |
| Computer club | 8 | 57% | | |
| Debate | 2 | 14% | | |
| Foreign language | 1 | 7% | | |
| Honor Society | 10 | 71% | | |
| Math club | 1 | 7% | | |
| Photography | 1 | 7% | | |
| Science club | 6 | 43% | | |
| Stamp club | | | | |
| Yearbook | 13 | 93% | | |
| Journalism | 7 | 50% | | |

Table 2 cont.

| <u>ACTIVITIES</u> | (f) | <u>INTRAMURAL</u> % |
|---------------------|-----|------------------------|
| Open Response: | | |
| Knowledge bowl | | |
| Drama club | 1 | 7% |
| Odyssey of the Mind | | |
| Gymnastics | 4 | 29% |

Does your district require students who participate in the intramural program to have physicals ? Yes 21% No 79%

Does your district require students who participate in the interscholastic program to have physicals ? Yes 100% No ---

According to Table 2, activities that were offered in more than 25 percent of the schools included; science club (43 percent) and art club (29 percent).

In the open-ended response section of Table 2, gymnastics (29 percent), weight training (14 percent), chess club (14 percent), jazz band (14 percent), drill team (14 percent), Native American Club (14 percent) and drama club (7 percent) were offered to students in junior high.

A PRESENTATION OF DATA PERTAINING TO EXTRA-CURRICULAR
ACTIVITIES OFFERED TO BOYS AND GIRLS IN
MIDDLE AND JUNIOR HIGH SCHOOLS

Table 3 provides a summary of responses from Activity Directors surveyed indicating the number of athletic activities offered to boys and girls in middle and junior high schools. Basketball was the only activity offered to both boys and girls by 100 percent of the schools reporting. According to Table 3, track was the second most frequently offered sport to boys (97 percent) and girls (97 percent), along with boys tennis (32 percent) and girls tennis (32 percent).

Table 3 also indicates that wrestling was the next most frequent sport offered to boys (81 percent), followed by tackle football (68 percent), baseball (58 percent), flag football (29 percent), soccer (29 percent), volleyball (29 percent) and softball (23 percent). Table 3 also presented other frequent activities that were offered to girls; volleyball (97 percent), soccer (65 percent), softball (61 percent) and cheerleading (32 percent).

Table 3
Frequency (f) and Percentage (%) of Responses
of Athletic Activities Offered to Boys and Girls in
31 Middle and Junior High Schools

| <u>ACTIVITIES</u> | <u>BOYS</u> | | <u>GIRLS</u> | |
|-----------------------|-------------|------|--------------|------|
| | (f) | % | (f) | % |
| Badminton | 2 | 6% | 2 | 6% |
| Baseball | 18 | 58% | 4 | 13% |
| Basketball | 31 | 100% | 31 | 100% |
| Cheerleading | 3 | 10% | 10 | 32% |
| Cross country | 3 | 10% | 3 | 10% |
| Flag football | 9 | 29% | 4 | 13% |
| Golf | 2 | 6% | 2 | 6% |
| Soccer | 9 | 29% | 20 | 65% |
| Softball | 7 | 23% | 19 | 61% |
| Swimming | 3 | 10% | 3 | 10% |
| Tackle football | 21 | 68% | 1 | 3% |
| Tennis | 10 | 32% | 10 | 32% |
| Track | 30 | 97% | 30 | 97% |
| Volleyball | 9 | 29% | 30 | 97% |
| Wrestling | 25 | 81% | 5 | 16% |
| Open Response: | | | | |
| Gymnastics | 1 | 3% | 5 | 16% |
| Ping pong | 1 | 3% | 1 | 3% |
| Weight lifting | 2 | 6% | 2 | 6% |

In the open-ended response category, boys were offered gymnastics, ping pong and weight lifting in 6 percent or less of junior high schools, and girls were offered gymnastics, weight lifting and ping pong in 16 percent or less of junior high schools.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this project was to compare the differences in extra-curricular activity programs of middle and junior high schools. To accomplish this purpose a review of current literature and research regarding extra-curricular activity programs was conducted. Thirty-nine selected middle and junior high schools were surveyed to determine which extra-curricular activities were offered at their schools. Thirty-one schools responded to the surveys.

Conclusions

Conclusions reached as a result of the project were:

1. Extra-curricular activity programs in middle and junior high schools meet many adolescent student needs and interests.
2. A combination of intramural and interscholastic sports, and a variety of club activities provide a balanced extra-curricular program in the schools.
3. A balanced program of athletic activities are available in middle and junior high schools for boys and girls.

Recommendations

As a result of this project the following recommendations are suggested:

1. Middle and junior high schools should offer extra-curricular activities in their programs to meet the characteristics of adolescent needs and interests.
2. A variety of intramural and interscholastic sports, and a variety of club activities should be offered to provide a balanced extra-curricular program.
3. A balanced program of athletic activities should be offered to boys and girls in the middle and junior high schools.
4. It is recommended that further study be conducted on the extra-curricular programs in the middle and junior high schools.

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Appendix-A

May 25, 1993

Address
XXXX
XXXX

Dear Activity Coordinator,

I am presently a middle school teacher in the Tacoma School District and am in the process of writing my Masters thesis project. As a part of this project, I am surveying selected middle and junior high school activity programs in Pierce County Washington. This is done in partial fulfillment of the Master of Education degree from Central Washington University. Although I am aware that you have many demands put on you during this time of year, I hope you will take a few minutes to complete the questionnaire.

I am enclosing a stamped, self addressed envelope for your convenience. Your prompt attention in filling out and returning this questionnaire is invaluable to this project. Please return the completed questionnaire by June 21, 1993. Thank you very much.

Sincerely,

Nancy Immel
Masters Candidate
Central Washington University

Dr. Franklin Carlson
Graduate Studies Chair
Central Washington University

Appendix-B

A COMPARISON OF EXTRA-CURRICULAR ACTIVITY PROGRAMS
IN SELECTED MIDDLE AND JUNIOR HIGH SCHOOLS IN PIERCE COUNTY
WASHINGTON

The name of the school is _____
(ex. Washington Junior High, Adams Middle School)

City _____.

The grade divisions in the school are 6-7-8 _____
7-8-9 _____
7-8 _____

Other -- please denote which grades _____

Please circle if your school is in a (rural, suburban, or urban) area.

The number of students in the school is _____

Please check () which extra-curricular activities your school has for its students. If the activity is not listed, please write it on the blank provided at the bottom of the list.

INTERSCHOLASTIC SPORT BOYS-GIRLS INTRAMURAL SPORT BOYS-GIRLS

- | | |
|---------------------------------|---------------------------------|
| Badminton _____ | Badminton _____ |
| Baseball _____ | Baseball _____ |
| Basketball _____ | Basketball _____ |
| Cheerleading _____ | Cheerleading _____ |
| Cross-Country _____ | Cross-Counrry _____ |
| Flag Football _____ | Flag Football _____ |
| Golf _____ | Golf _____ |
| Soccer _____ | Soccer _____ |
| Softball _____ | Softball _____ |
| Swimming _____ | Swimming _____ |
| Tackle Football _____ | Tackle Football _____ |

Extra-Curricular Activities Questionnaire
Page 2

INTERSCHOLASTIC SPORT BOYS-GIRLS INTRAMURAL SPORT BOYS-GIRLS

| | |
|----------------------------|----------------------------|
| Tennis _____ | Tennis _____ |
| Track _____ | Track _____ |
| Volleyball _____ | Volleyball _____ |
| Wrestling _____ | Wrestling _____ |
| _____ | _____ |
| _____ | _____ |

MUSIC

Choir _____

Concert Band _____

Glee Club _____

Marching Band _____

Orchestra _____

OTHERS

Art Club _____

Computer Club _____

Debate _____

Foreign Language Club _____

Hiking Club _____

Honor Society _____

Math Club _____

Photography Club _____

PUBLICATIONS

Annual or Yearbook _____

Newspaper or Journalism _____

Does your district require students who participate in the intramural program to have physicals ?
Yes _____ No _____

Does your district require students who participate in the interscholastic program to have physicals ?
Yes _____ No _____