

THE MATURATION OF HIGH SCHOOL STUDENTS INVOLVED IN  
EXTRACURRICULAR ACTIVITIES AS WITNESSED FROM  
A GUIDANCE COUNSELOR'S PERCEPTION

by

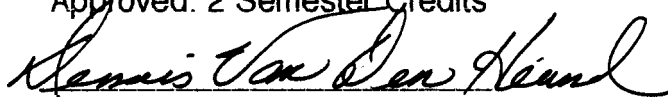
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This study used a questionnaire developed by the researcher to investigate a guidance counselor's perception of the effect of extracurricular activities on the maturation of high school students. It also examined school counselors experiences with extracurricular activities in their personal and professional lives. The study was conducted on high school guidance counselors in Northern Illinois.

**Results** indicated that there were high correlations between a high school student's involvement in extracurricular activities and their level of maturation. The results also offered interesting information on demographics and how that might influence a guidance counselor's perceptions of extracurricular activities and maturation of high school students.

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## CHAPTER I

### INTRODUCTION

Extracurricular activities can have a significant impact in the maturation of high school students. School counselors can be an important influence on student participation in extracurricular activities. Counselor assistance and student participation in extracurriculars serve a common purpose to enhance maturation in high school students.

Marsh (1992, p. 553) theorized that participation in extracurricular activities increases a student's academic self-concept, which in turn mediates school performance. Results of his study using the High School and Beyond database (National Center for Educational Statistics [NCES], 1986) indicated that the total amount of participation was positively related to many factors, including social self-concept, enrollment in advanced courses, time spent on homework, post secondary aspirations and GPA. His research suggests that student participation in extracurricular activities is beneficial to academic achievement and the individual growth of the child.

Coakley (1994) suggests that "Growth and development occur in connection with many different experiences, some outside the school and some inside the school". Extracurricular activities are experiences that can help foster growth and development both in and out of school.

Extracurricular activities in high schools are often perceived to be only athletic activities. But extracurricular activities take many forms. In this study extracurricular activities will include; 1) sports, such as football, baseball, track and field, volleyball and basketball; 2) academic oriented activities such as Student Council, Science Clubs, Debate Teams and the Yearbook Club; 3) school sponsored activities such as Homecoming, Prom, and Pep Rallies. There are also coed extracurricular activities (boys and girls involved together) in which a vast majority of the student population has

the opportunity to become involved.

**Involvement** in extracurricular activities does not necessarily ensure success, acceptance, responsibility, or the physical and emotional maturation of the high school student. But there is strong evidence to suggest that there are benefits to high school students, participation in extracurricular activities.

Increasing numbers of students are growing up in homes that are not providing the support needed to be successful in school or life. This lack of support can be traced to such factors as socioeconomic status and single parent families. Many students are still not finding success in school. One person in the school system that is expected to help students find success is the school counselor.

The school guidance counselor has a vast array of responsibilities to all members of the educational system. Counselor responsibilities include areas of academics, personal, educational, and career concerns for the students. Miller and Wooten (1995, p.172) stated, "These areas include, but are not limited to, academic counseling and advising in a meaningful curriculum, study skills, goal setting, decision making, stress management, drug and alcohol education, emotional and personal health, career concerns, and transitions".

School counselors play an important role in the advisement of extracurricular activities and academics within the school. Counselors typically supervise and monitor, both academic and extracurricular performances of their students. "Therefore, promotion of extracurricular activities seems an appropriate, efficient and effective way to complete the mission of a comprehensive, developmental school guidance program" (Silliker and Quirk, 1997, p. 291). John Dewey "encompasses the philosophy that children learn **responsibility** and reliability by participation in their own learning and applying formal learning to real world experiences" (cited in Scarborough, 1997, 25). Involvement in extracurricular activities in their school places the student in real world

situations. Extracurricular activities encourage students to become involved.

The purpose of this study is to examine high school guidance counselors' perceptions of the value of extracurricular activities on the maturation of high school students in the areas of social self-concept, leadership, responsibility, academic achievement, absenteeism and post-secondary aspirations. A secondary purpose of this study was to examine the level of counselor involvement in extracurricular activities in their own high school experience and in their current professional duties.

Hopefully this study will help clarify counselors' perceptions of student participation in extracurricular activities as part of student maturation and also counselor involvement in extracurricular activities.



## CHAPTER II

### LITERATURE REVIEW

#### Role of Extracurricular-s in children's growth

This researcher would first like to look at the school setting and the multitude of experiences that it allows children. For if it was not for the schools, many children would not have a place to experience a large number of enriching activities. The school setting provides many opportunities for high school students including: social enrichment, educational achievement (academic and other), and caring for and enriching their physical and emotional well-being. These opportunities assist in creating a community in which the student can grow and mature.

Westfall (1994, p. 1) in a study of children at risk states that attributes of successful school programs are:

- (1) early intervention;
  - (2) positive school climate;
  - (3) effective school personnel;
  - (4) small class size;
  - (5) parent involvement;
  - (6) self-esteem and support building;
  - (7) guidance and mental health counseling;
  - (8) social and life skills/vocational education;
  - (9) peer involvement and extracurricular activities; and
  - (10) easing grade level transitions.
- Successful programs must also allow for the ages and grade levels of participants, with appropriate activities and lessons.

A school attempts to provide all of these experiences for our youth. A major provider of these experiences is extracurricular activities.

Time and pressure are two main concerns that educators and parents have in regarding students' maturity and the level of their participation in activities. Snyder and Spreitzer (1992, p. 510) argued that "time spent in activities of an extracurricular nature does not drain energy away from academics, but rather more energy is experienced by the individual and thus allowing time and energy for multiple involvement." Most people

would find this very hard to believe, as they know how much time and energy it takes to participate in these activities, and maintain a high level of academic achievement in school. However, Reynolds and Karr-Kidwell (1996) provided further support, stating that students participating in extracurricular activities spend more time studying and are more successful than their peers who are not involved in these extracurriculars. Clearly, student participation in extracurricular activities have been found to be extremely beneficial.

Beecham, Enders and Impara (1996, p. 306) offer six opinions on functions of extracurricular activities:

- 1) Activities provide an alternate means of achieving success for students who are not academically talented.
- 2) Activities act as a tension relief for students -- a way of 'blowing off steam.'
- 3) Participation helps to establish relationships between teachers and students, and often becomes a source of parental involvement in the educational process.
- 4) Participation in activities helps build a bond between the student and the school, thereby reducing alienation toward the school.
- 5) A school's activities programs are usually better known than the classroom activities, activities play an important public relations role in providing the school with an identity.
- 6) It has been suggested that activities allow students to apply academic skills to real life situations, such as participation in student government or writing for a school publication.

Through these activities, the school can foster a positive and healthy place for which our youth can mature. The school acts as a microcosm of society where students are able to feel they belong and can evolve as young adults.

Because many adolescents experience feelings of alienation, schools can help alleviate such emotions by offering numerous activities and opportunities for students. Edwards (1995, p. 191) states that "The school is a child's society." When students feel

as though they do not have a place in the school, then they feel as if they do not have a place in society. Sonnenblick (1997, p. 243) suggests that the school has an obligation to create an environment in which these youth can experience success and find institutional participation rewarding.

Success and rewards in the classroom are important factors in the relationship of the school and its students. There are many variables that determine success, but academic achievement is emphasized most often. A majority of the research states that there is a positive relationship between extracurricular activities and academic achievement Beecham, Enders and Impara (1996: p. 307) stated that virtually all studies reported positive relationships between participation in school activities and measures of achievement and aspiration. The participation that these youth are experiencing comes from their involvement in extracurricular activities.

Extracurricular activities play a significant role in the lives of adolescents. Coakley (1994, p. 268) in a sociological study showed that it is important to ask what extracurricular activities contribute to student culture in a high school. Participation in certain activities is socially significant for high school students, and certain activities are more important in the social lives of these students. Students' behaviors and values have the potential to be influenced by extracurricular involvement. These behaviors and values then become key factors in the individual social growth of the child. The social growth of children is critical in helping to define the type of individual this young person will ultimately become.

In order to enhance the social growth of children who are involved in activities, Crain (1981, p. 126) suggested that, "bound by common interests, and cooperating in the pursuit of common goals, students of different races are more likely to become close friends than to remain strangers or casual acquaintances". Beecham, Enders and Impara (1996, p. 308) reinforces that even competitive activities such as interscholastic

sports support positive interactions among team members do to the fact that they are interdependent on each other. As participants recognize the value of their individual contributions to the whole, their own self-esteem will naturally be bolstered.

Beecham, Enders and Impara (1996, p. 308) also suggests that, “The majority of the research reviewed suggests that students participating in activities are associated with higher levels of student self-esteem”. McCarthy & McCarthy (1992) advise that, “No life component should contribute more than one-third to self-esteem.” This simply means that a child’s self-esteem must be fostered and nurtured through many avenues including work, activities, family, friends, schooling and counseling. By providing a vast array of extracurricular activities, schools offer students a chance to become more well-rounded individuals.

Literature presents strong evidence for the role of extracurricular activities on maturation of high school students. The school is a place where students can become involved with extracurriculars and find the lessons needed to help them become successful adults.

### Counselors Role and Responsibility in Extracurricular Activities

Schools exist in order to help adolescents mature and grow as young adults. There are many people in a school who leave everlasting imprints on our youth, but few are as important or influential as a school counselor. Today school counselors wear many hats and have many people to please. The counselor is continually evolving to meet the ever changing job and role descriptions. In an article written by Rich Feller (1994, p. 1) Gysbers (1990) states that “Comprehensive counseling and guidance programs are the ‘umbrella programs’ of the 1990’s, designed to provide all students with life competency through personal, social, and career counseling.” Abandoning the traditionally passive, service approach to counseling, comprehensive counseling and guidance programs employ four interactive components that take the vagueness out of

the school counselor's role.

Gysbers & Henderson (1988) list four key elements of a developmental guidance program:

1. The Guidance Curriculum -- Counselors provide structured, competency based activities in the classroom or in group situations, using this focused time with students to focus on content areas such as self knowledge, educational and occupational exploration, and career planning.
2. Individual Planning -- Counselors help students think ahead and think for themselves, teaching them how to plan rigorous and coherent sequences of courses, as well as monitor and manage their lives.
3. Responsive Services -- Counselors meet the immediate needs of students confronting personal or educational challenges.
4. System Support -- Counselors work to sustain and enhance the implementation of comprehensive counseling and guidance programs. Guidance programs cover a vast array of student activities including counseling and extracurricular involvement of the students.

According to the U.S. Department of Labor's Occupational Outlook Handbook (1996), a counselor's role at the elementary middle; secondary or post secondary school levels is to help students evaluate their abilities, interests, talents, and personality characteristics so that students can develop realistic academic and career goals.

Counselors are often expected to perform roles as varied as the schools within which they work. Feller (1994, p. 2) addresses counselor job functions by stating some school counselors are advocates for students confronting severe family and social change, along with other 'administrivia' added to their job duties. Counselors confront substance abuse, suicide, and teen pregnancy as regular parts of their daily routine.

Many people feel as though counselors should not have to complete administrative duties. Lawton (1998) states that “Too often counselors are assigned tasks, administrative routines **maintaining records**, and supervising students which makes inadequate use of their **special skills** and talents.” All too often these **special skills** and talents become dormant and the counselors themselves are left confused as to what exactly their role **might be**. **When this** confusion takes place it is very difficult for even the best counselors to **remain** focused and in touch with their main purpose in the **schools**, to help students graduate.

There is literature **confirming** the **benefits** of extracurricular activities on the areas of maturation of high school students. For instance, **Marsh** (1992, p. 557) stated “Extracurricular activities are favorably associated with social self-concept; academic self-concept, taking advanced courses, time spent on homework, post-secondary educational aspirations **GPA**, **parental** involvement, absenteeism, senior-year educational aspirations and **being** on the academic track.” **Beecham Enders and Impara** (1996, p. 307) in a study of **extracurriculars** showed that virtually all studies reported positive relations between participation in **extracurricular** activities and measures of academic achievement and aspirations of the high school student.

Consistent with the literature examined the areas of student maturation that will be addressed through the involvement of extracurricular activities include: **social self-concept** leadership **responsibility**, academic achievement, absenteeism and post-secondary aspirations. The literature suggests that counselors foster many of the same student maturation characteristics as extracurricular **activities**. On the other hand the literature is unclear in relating counselor job functions to counselor involvement in fostering student participation in extracurricular activities.

## CHAPTER III

### METHODOLOGY

#### Purpose

The purpose of this study is to examine high school guidance counselor's perceptions of the effects of extracurricular activities in the maturation of high school students and also examine the counselor's role in student involvement in extracurricular activities. This chapter will describe the subjects of the study, the survey instrument used, methodological procedures, data collected and the limitations to this study.

#### Subjects

The participants for this study were randomly selected from the Northern Illinois County Counselors Association of licensed school counselors. The list was comprised of three hundred (300) licensed high school (grades 9 through 12) guidance counselors from thirty (30) high schools. One hundred (100) licensed counselors were randomly selected to participate. Of the one hundred (100) counselors surveyed, seventy four (74) returned completed surveys.

#### Instrument

The instrument [see appendix C] used for this study was a self-report questionnaire designed by the researcher for the purpose of examining guidance counselors' perceptions of the effect that extracurricular activities have on the maturation of high school students. The instrument also examined the counselors' degree of involvement in extracurricular activities in their personal and professional life.

The questionnaire consisted of eighteen (18) self-report questions. For the purpose of this study participant responses to questions seven through eighteen were examined. Questions seven through nine requested information regarding the counselor's experience with extracurricular activities

Questions ten through fifteen pertained to the guidance counselors' perceptions

of extracurricular activities on the maturation of high school students. A five point Likert scale was used to measure counselor ratings of extracurricular activities influence on social self-concept, leadership, responsibility, academic achievement, post-secondary aspirations and absenteeism. Questions sixteen through eighteen surveyed counselor perceptions of student involvement in extracurricular activities the number of extracurricular activities, number of years that a student was involved in an activity and the effects that these factors were perceived to have on student maturation.

The questionnaire was piloted with three guidance counselors, two administrators and two English teachers at Crystal Lake South High School in Crystal Lake, Illinois. The questionnaire was modified per the suggestions received from the pilot test. The suggested changes were made, and the questionnaire were administered to the same seven people. They verified that the changes clarified the intended purpose of the questionnaire.

### **Procedure**

The questionnaires were mailed to one hundred (100) randomly selected Northern Illinois high school guidance counselors in May, 1999. The guidance counselors were instructed in the cover letter to complete the survey to the best of their ability and return the questionnaire. A return date of June, 1999 was stated in the cover letter. A self-addressed stamped return envelope was also included with the questionnaire packet.

Data was collected, collated and analyzed. Questions seven to nine were computed using frequency and percentages of each answer. Questions ten through eighteen used a five point Likert scale of measurement to determine counselors' perceptions.

Results from the survey were sent to counselors who wished to examine the results of the survey. This allowed them to examine the results and compare their



answers to the other randomly selected participants.

### **Limitations**

1) This study was limited to a small sample of school counselors in Northern Illinois.

2) The study was limited to counselor only perceptions of student participation in extracurricular activities. Teacher and student perceptions of student participation in extracurricular activities may be reviewed differently.

## **CHAPTER IV**

### **RESULTS**

#### **Counselor Perceptions of the Value of Extracurricular Activities**

The rate of response for this survey was seventy four (74%) of the one hundred (100) surveys sent. Forty five (61%) of the respondents were females, and twenty nine (31%) of the respondents were males.

The counselor perceptions section of the questionnaire consists of questions ten through eighteen (in Table 4.1). The data was analyzed to obtain information of the perceptions of guidance counselors and the role of extracurricular activities on the maturation of high school students. Mean scores were computed for male, female and total counselors responses. Scores were obtained by using a five point Likert scale to represent a continuum from strongly agree to strongly disagree with the given statement.

It appears that counselors perceptions pertaining to questions ten through fifteen (in Table 4.1) indicate a very strong agreement to the statements given regarding the six areas of maturation. Counselors were consistent in their perceptions of student involvement in extracurricular activities and the role that these activities play in the maturation of high school students.

An increase in responsibility of students participating in extracurricular activities received the strongest rating from the counselors. Counselor perceptions of social self-concept, leadership and decrease of absenteeism all received the next highest ratings. It appears that counselor perceptions of these three areas of maturation also present a very strong indication that extracurricular activities do aid in the maturation of high school students through a school counselors perception.

Increased academic achievement and post secondary aspirations did not receive as strong of a rating as the three previously stated areas of maturation. But the

**Table 4.1**  
**Counselor Perceptions of the Value of Extracurricular Activities**

A Likert scale of 1 Strongly Disagree to 5 Strongly Agree was used for this section of the questionnaire.

	<b><u>Female</u></b>	<b><u>Male</u></b>	<b><u>Total</u></b>
10) Extracurricular activities increase the social self-concept of students	<u>4.4</u>	<u>4.3</u>	<b><u>4.35</u></b>
11) Extracurricular activities increase the leadership abilities of students.	<u>4.3</u>	<u>4.2</u>	<b><u>4.24</u></b>
12) Extracurricular activities increase the overall responsibility in students	<u>4.7</u>	<u>4.2</u>	<b><u>4.50</u></b>
13) Extracurricular activities increase the academic achievement of students.	<u>3.7</u>	<u>3.9</u>	<b><u>3.7</u></b>
14) Extracurricular activities increase the post-secondary aspirations of students	<u>3.7</u>	<u>3.5</u>	<b><u>3.62</u></b>
15) Extracurricular activities <u>decrease</u> the absenteeism of students.	<u>3.9</u>	<u>4.2</u>	<b><u>4.04</u></b>
16) The type of extracurricular activity effects the rate of maturation in students.	<u>3.5</u>	<u>3.5</u>	<b><u>3.50</u></b>
17) The number of extracurricular activities a student is involved in effects the rate of maturation in students.	<u>3.0</u>	<u>3.1</u>	<b><u>3.04</u></b>
18) The number of years a student is involved in extracurricular activities effects the rate of maturation in students.	<u>3.7</u>	<u>3.5</u>	<b><u>3.62</u></b>

ratings are strong enough to suggest that these areas are also key factors in the perceptions of counselors that extracurricular activities aid in the maturation of students.

It appears that counselor perceptions of questions sixteen through eighteen (in Table 4.1) are consistent. Results indicate a high agreement to the given statements pertaining to the rate of maturation of high school students involved in different types and numbers of extracurricular activities. The scores of these three statements suggest that counselor perceptions are less forceful than any of the maturation questions in this section of the questionnaire. But the scores do indicate that student involvement in extracurricular activities is beneficial to the maturation of high school students.

### **Counselors Experience with Extracurricular Activities**

The counselor experience section of the questionnaire consists of questions seven through nine (in Table 4.2). This section was analyzed to obtain information on the counselors previous experiences with extracurricular activities and their current professional involvement with guiding students towards extracurriculars.

It appears that a large majority of the counselors have been involved in, sponsored and guided students towards participation in extracurricular activities. Counselors value their involvement in extracurriculars and believe that students who participate in these activities will benefit from their involvement.

**Table 4.2**  
**Counselor Experience With Extracurricular Activities**

7) As a student in high school, were you ever part of an extracurricular activity?

	<u>Female</u>	<u>Male</u>	<u>Total</u>
<b>Yes</b>	<u>41 (56%)</u>	<u>27 (36%)</u>	<u>68 (92%)</u>
<b>No</b>	<u>4 (5%)</u>	<u>(3%)</u>	<u>(8%)</u>

If you answered YES to question number seven(7) do you feel it helped you mature as a high school student?

	<u>Female</u>	<u>Male</u>	<u>Total</u>
<b>Yes</b>	<u>39 (57%)</u>	<u>(28%)</u>	<u>65 (95%)</u>
<b>No</b>	<u>(3%)</u>	<u>1 (2%)</u>	<u>(5%)</u>

8) As a guidance counselor are you or have you ever been an advisor or a sponsor of an extracurricular activity?

	<u>Female</u>	<u>Male</u>	<u>Total</u>
<b>Yes</b>	<u>37 (50%)</u>	<u>28 (38%)</u>	<u>65 (88%)</u>
<b>No</b>	<u>8 (11%)</u>	<u>1 (1%)</u>	<u>9 (12%)</u>

If you answered YES to question number eight(8), do you feel that your work has helped a high school student mature?

	<u>Female</u>	<u>Male</u>	<u>Total</u>
<b>Yes</b>	<u>35 (54%)</u>	<u>27 (42%)</u>	<u>62 (96%)</u>
<b>No</b>	<u>2 (3%)</u>	<u>1 (1%)</u>	<u>3 (4%)</u>

9) As a guidance counselor have you guided students towards experiencing extracurricular activities in high school?

	<u>Female</u>	<u>Male</u>	<u>Total</u>
<b>Yes</b>	<u>44 (60%)</u>	<u>29 (39%)</u>	<u>73 (99%)</u>
<b>No</b>	<u>1 (1%)</u>	<u>(0%)</u>	<u>1 (1%)</u>

## CHAPTER V

### SUMMARY AND IMPLICATIONS

The purpose of this study was to examine high school guidance counselors' perceptions of the values of extracurricular activities on the maturation of high school students in the areas of social self-concept, leadership, responsibility, academic achievement, absenteeism and post-secondary aspirations. A secondary purpose to this study was to examine the level of counselor's involvement in extracurricular activities in their own high school experience and in their current professional duties.

The findings indicate that high school guidance counselors perceive that there is a strong positive relationship between students' involvement in extracurricular activities and their rate of maturation in respect to the six areas of maturation.

This study supports previous research that extracurricular activities aid in the maturation of high school students in the selected areas of maturation. The study also suggests that guidance counselors perceive extracurricular activities to have been beneficial in their own maturation as a high school student. In addition school counselors guide high school students to participate in extracurricular activities as a part of their guidance program responsibilities.

#### Recommendations

This initial study of school counselor perceptions of the value of extracurricular activities in high school students maturation and counselor involvement in extracurricular activities suggest that counselors might play an important role in the promotion of extracurricular activities for student maturation.

It is recommended that further research be done on the role of extracurricular activities on student maturation. It is also recommended that parent, student and teacher perceptions also be examined to further validate the role of extracurricular activities on student maturation.

Other recommendations for further studies include:

1) Continued research of school extracurricular activities and the role they play in the lives of young adolescents. We must strive to learn more about how extracurricular activities promote a healthy school learning environment.

2) Using the same questionnaire with different populations including inner city schools to establish broader baseline information about the role of extracurricular activities.

3) Expand the questionnaire and study to provide for more information on a wide range of maturation indicators

Social self-concept, leadership, responsibility, academic achievement, absenteeism and post-secondary aspirations are an important part of every high school student's life. Teachers, counselors, parents school officials need to continue to learn and help students develop these skills and areas of the maturing process. It appears that extracurricular activities play an important role in the student maturation process. Each person in the education process of students can have a profound impact. It is the responsibility of all of us in the education process to make sure that we influence students to the best of our abilities.

This study suggests that extracurricular activities play a major role in the maturation of high school students. Through continued research in the areas of school counseling and participation of students in extracurricular activities we can continue to obtain knowledge for the betterment of the educational system\_

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APPENDIX A

Human Research Subject Consent Form

## Human Research Subject Consent Form

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at anytime during the study will be respected with no coercion or prejudice.

Note: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or the research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout Menomonie, WI., 54751, Phone number, (715) 232-1126.

Thank you for your cooperation,

Kyle Patrick McCaughn

APPENDIX B

Cover Letter for Guidance Counselor Questionnaire

**Cover Letter for Guidance Counselor Questionnaire**

To: Northern Illinois Guidance Counselors  
From: Kyle P. McCaughn  
Date: May 23, 1999  
Subject: Thesis Research Questionnaire

Dear Northern Illinois Guidance Counselors,

My name is Kyle P. McCaughn and I have now started my fifth year of teaching as a Technology Education instructor at Crystal Lake South High School in Crystal Lake, IL. I am working to obtain my masters degree in School Guidance and Counseling from the University of Wisconsin-Stout in July of 1999. The questionnaire that I have enclosed is to satisfy the research survey portion of my Plan B Thesis.

The purpose of this study is to examine High School Guidance Counselors' perspectives of the effects of extracurricular activities on the maturation of high school students. Maturation for this study is defined by six separate factors, and they are as follows: Social self-concept, Leadership, Responsibility, Academic Achievement, Absenteeism, and Post-Secondary Aspirations.

I have randomly selected 100 Northern Illinois High School Guidance Counselors from a list supplied by Northern Illinois Schools. I will promise you complete confidentiality in my research conclusions. This means that every questionnaire is numbered and that I and only I will know who returned the questionnaire and who did not (for purposes of a follow-up letter if needed). I can then use the information on the questionnaire and under no circumstance will I indicate how you as an individual answered any or all of the questions. Once again, I promise you complete confidentiality!

Enclosed you will find two main articles, a questionnaire and a self-addressed stamped return envelope. These two articles were mailed to you on May 24 and a June 4 return date is requested.

The questionnaire you will find enclosed consists of 18 questions. These questions are arranged in three separate categories. First is demographics, second is experience and practice, and finally a category on your perspective of the effects of extracurricular activities on the maturation of high school students. There is also a final question to ask if you would like a copy of the results of this questionnaire once they are compiled. If you check the yes choice, I will send you a copy of the results of my research as soon as I have them calculated.

I know that this is a very busy time for all of you and I would truly like to thank you for your time and cooperation in helping me to obtain the results of my questionnaire.

Sincerely,

Kyle P. McCaughn

**APPENDIX C**  
Questionnaire

**Guidance Counselor Questionnaire**  
Questionnaire number \_\_\_\_\_

**Demographics**

Please check the appropriate response, or fill in the appropriate number for each question in the space provided.

- 1) Gender: \_\_\_\_\_ Male      F e m a l e
- 2) Years in Education Profession: \_\_\_\_\_ # of years
- 3) Years as a Guidance Counselor: \_\_\_\_\_ # of years
- 4) Number of Guidance Counselors: \_\_\_\_\_ # of Counselors in your school
- 5) Number of students you counsel: \_\_\_\_\_ # of Students
- 6) Number of students in school: \_\_\_\_\_ # of Students

**Counselor Experiences**

Please check the appropriate response in the space provided.

- 7) As a student in high school, were you ever part of an extracurricular activity?  
\_\_\_\_\_ Yes      \_\_\_\_\_ No

If you answered YES to question number seven (7) do you feel it helped you mature as a high school student?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

- 8) As a guidance counselor are you or have you ever been an advisor or a sponsor of an extracurricular activity?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If you answered YES to question number eight (8), do you feel that your work has helped a high school student mature?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

- 9) As a guidance counselor have you guided students towards experiencing extracurricular activities in high school?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

**Counselor Perceptions**

Please circle the number that you feel best represents your perspective of the statement given. Responses will range on a Likert scale from one (1) to five (5). The point values are as follows:  
1 Strongly Disagree to 5 Strongly Agree.

	<b>S D</b>					<b>S A</b>
10) Extracurricular activities increase the social self-concept of students.	1	2	3	4	5	
11) Extracurricular activities increase the leadership abilities of students.	1	2	3	4	5	
12) Extracurricular activities increase the overall responsibility in students.	1	2	3	4	5	
	<b>S D</b>					<b>S A</b>
13) Extracurricular activities increase the academic achievement of students.	1	2	3	4	5	
14) Extracurricular activities increase the post-secondary aspirations of students.	1	2	3	4	5	
15) Extracurricular activities <u>decrease</u> the absenteeism of students.	1	2	3	4	5	
	<b>S D</b>					<b>S A</b>
16) The type of extracurricular activity effects the rate of maturation in students.	1	2	3	4	5	
17) The number of extracurricular activities a student is involved in effects the rate of maturation in students.	1	2	3	4	5	
18) The number of years a student is involved in extracurricular activities effects the rate of maturation in students.	1	2	3	4	5	

Would you like a copy of the results of the questionnaire? \_\_\_\_\_Y e\_\_\_\_\_sNo

***1 thank you once again for your time and cooperation in completing this questionnaire.***