

A COMPARATIVE STUDY OF TEACHERS' PERCEPTION TOWARDS EXTRACURRICULAR ACTIVITIES ACCORDING TO THEIR DEMOGRAPHICS IN GIRAFFE ENGLISH SCHOOL NANJING, CHINA

Ailun Gu¹

Yan Ye²

Jane Kanjanaphoomin³

Abstract: This study attempted to determine and compare the teachers' perception towards extracurricular activities according to their demographics in Giraffe English school, Nanjing City, Jiangsu province, China. A total of 75 full time teachers got involved in this study during the academic year 2017. The researcher adopted the questionnaire based on Judith's (1978) to determine teachers' perception towards extracurricular activities of 2 indicators including inclusive activities and exclusive activities in Giraffe English School Nanjing China. The study found that the total teachers' perception towards extracurricular activities were moderate. There were significant differences of teachers' perception towards extracurricular activities among teachers with different gender, age, work experience and background of study in Giraffe English School.

Keywords: Extracurricular activities, Teachers' perceptions, Demographics

Introduction

Extracurricular activities in school have been a subject of concern to educators mentioned by Terry (1930). From some international cases, it is obvious to see that many countries around the world have begun to attach importance to the extracurricular activities, continuous innovation and development, in order to provide students with an active learning and communicative study environment. Such as Judith (1978), used data from her country to analyze students and teachers behaviors in extracurricular activities and found that effective extracurricular activities affected students' and teachers' performance. In China, under the impetus of the economy, the focus on the quality of education is also rising. In the process of improving the teaching quality at the same time, many teachers and schools also faced the workplace stress or extracurricular activities problems. Therefore, providing the effective extracurricular activities for students and teachers is one of the pressing problems that need to be addressed. As all know, education in China is highly examination-oriented, which is one of the characteristics of Chinese education system. This resulted in much stress to the students, parents and teachers. Therefore, extracurricular activities in schools not only related to the students' achievement, but also related to the teachers' performance professional development and schools' administration.

Giraffe English School Nanjing China, as one of the most popular private English language tutoring schools in Nanjing, China. There are a lot of extracurricular activities were organized and arranged in Giraffe English School Nanjing China, but no previous study has been conducted to study the teachers' perception toward extracurricular activities in Giraffe English School Nanjing China. Researcher planned to study about it and hoped the findings from this research could provide some insights, and also serve as a reference material to facilitate the introduction of extracurricular activities into other Chinese private schools.

¹ M.Ed. Candidate in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand.
ellengoo90@hotmail.com

² Ph.D., Assistant Professor, Director of Educational Research, Statistics and Measurement Center, Graduate School of Human Sciences, Assumption University, Thailand.
norayeyan723@hotmail.com

³ Ph. D, Instructor , Kamnoetvidya Science Academy,
jkanjanaphoomin@yahoo.com

Research Objectives:

There were three research objectives:

1. To identify the teachers' demographics including age, gender, nationality, work experience and educational background in Giraffe English School Nanjing China.
2. To identify the teachers' perception of extracurricular activities in Giraffe English School Nanjing China.
3. To compare the differences of the teachers' perception towards extracurricular activities according to their age, gender, nationality, work experience and educational background in Giraffe English School Nanjing China.

Literature Review

Extracurricular activities has been integrated into school's activities in many different countries for quite a long time. All kinds of extracurricular activities in the form of sports teams to academic clubs all have contributed to school's daily life in dynamic ways. The realities that these activities have been such an integrated part of a school experience, many researches has attempted to find the correlation between student participation and academic success. Rosenberg's model (1972) of the different types of extracurricular memberships is an evolving paradigm. Judith (1978) provided an overall framework to solve multiple areas of research, including the inclusive activities and exclusive activities. It was originally used effects research. Coleman's (1961) zero-sum model asserting that the times distributed toward each of the activities in academic, social, and athletic activities is thought to be in competition with each other; spending time in a particular activity takes up the time that can be utilized for another. Extracurricular activities mainly focus on the social interactions and athletic activities, participating in them takes away the time that could be spent on traditional academic programs. Marsh (1992) in his research defined the Identification/Commitment Model, maintained that athletic participation as an extracurricular activity introduces the participants to learn about the school's history and values, which lead to the identification and commitment they contribute to the school being included as a part of the organization. According to Douglah's model, every individual has basic needs and the needs must be satisfied. For this reason, individuals tend to be attracted and seems be more involved to participate in extracurricular activities that meet the good opportunities in order to satisfying their own needs (Douglah, 1970). The proposition of this model asserts that a failure to achieve the congruence between these inherent needs of the individual and the extracurricular activities will lead to minimum participation.

Conceptual Framework

Figure 1 below is the conceptual framework, which explains the study's variables and the design of the study.

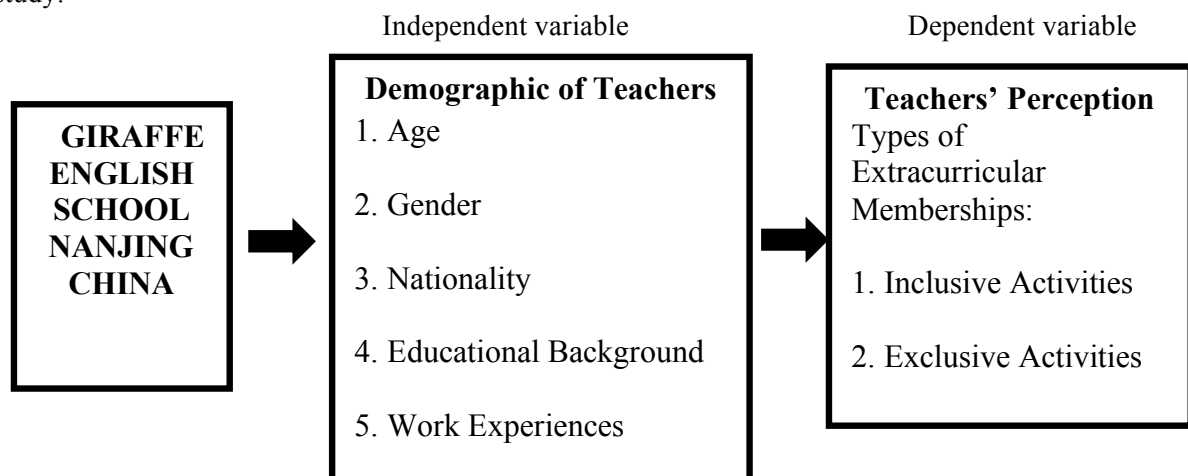


Figure 1. Conceptual Framework of this Study

Research Instrument

This study aimed to determine and compare the teachers' perception towards extracurricular activities according to their demographics in Giraffe English School Nanjing China in the academic year of 2017.

This research was designed as a quantitative and comparative study. The questionnaire had total 37 questions, concerning the 2 important indicators of extracurricular activities. In the part I of questionnaire aim to survey the teachers' demographics, including their age, gender, work experiences and educational background; in the part II of questionnaire was to determine the teachers' perceptions on the extracurricular activities. This study adopted Judith's (1978) questionnaire of 37 items with 2 indicators of teachers' perception towards extracurricular activities

The reliability of the instrument was analyzed by the means of Judith's alpha and the total of the result from this study was .64. Judith's (1978) English version questionnaire was translated into Chinese simplified language by a legal translation center in Bangkok.

Population

The population of this survey was all the 75 full-time teachers at academic year 2017, in Giraffe English School, Nanjing, China.

Findings

The findings of this study based on three primary objectives.

Research Objective One

Table 1 as below presented age of teachers. All of the respondents (100%) indicated their age. The results showed that among 75 full-time teachers, 34 of them (45.3%) were 25 to 30 years old; 15 of them (20.0%) were 35 to 40 years old; 14 of them (18.7%) were 40 and above years old; 12 of them (16.0%) were 24 years old as the fresh graduated.

Table 1: Age of Teachers

Age	Number	Percentage
24	12	16.0
25-30	34	45.3
35-40	15	20.0
40+	14	18.7
Total	75	100.0

Table 2 as below presented gender of teachers. All of the respondents (100%) Indicated their gender. The results showed that among 75 full-time teachers, 58 of them (77.3%) were female and other 17 of them (22.7%) were male.

Table 2: Gender of Teachers

Gender	Number	Percentage
Male	17	22.7
Female	58	77.3
Total	75	100.0

Table 3 as below presented nationality of teachers. All of the respondents (100%) indicated their nationality. The results showed that among 75 full-time teachers, 55 of them (73.3%) were Chinese and 20 of them (26.7%) were Non-Chinese.

Table 3: Nationality of Teachers

Nationality	Number	Percentage
Chinese	55	73.3
Non-Chinese	20	26.7
Total	75	100.0

Table 4 as below presented work experience of teachers. All of the respondents (100%) indicated their work experience. The results showed that among 75 full-time teachers, 30 of them (40.0%) were having 5 years and below work experience; 19 of them (25.3%) were having 11 to 15 years work experience; 13 of them (17.3%) were having 6 to 10 years work experience; the rest 13 of them (17.3%) were having 15 year and above work experience.

Table 4: Work Experience of Teachers

Work experience	Number	Percentage
5 years and below	30	40.0
6-10 years	13	17.3
11-15 years	19	25.3
15 years and above	13	17.3
Total	75	100.0

Table 5 as below presented educational background of teachers. All of the respondents (100%) indicated their educational background. There were 3 educational levels in questionnaire including teaching diploma, bachelor degree, and master degree. The results showed that among 75 full-time teachers, 32 of them (42.7%) were graduated with bachelor degree; 25 of them (33.3%) were graduated with Teaching Diploma; 18 of them (24%) were graduated with master degree.

Table 5: Educational Background of Teachers

Educational Background	Number	Percentage
Teaching Diploma	25	33.3
Bachelor	32	42.7
Master	18	24.0
Total	75	100.0

Research Objective Two

Table 6 showed the mean scores of teachers' perception towards exclusive activities was 3.52, higher than teachers' perception towards inclusive activities. It was "high" belong to the range of 3.51 to 4.50. However the overall result of the mean score of 3.48, in the range of 2.51 to 3.50, which meant teachers' perception towards extracurricular activities was "moderate" in Giraffe English School Nanjing China. And the total teachers' perception towards extracurricular activities was "moderate" as well.

Table 6: Teachers' Perception towards extracurricular activities (N=75)

Teachers' Perception towards	Mean	S. D	Interpretation
Inclusive activities	3.44	.68	Moderate
Exclusive activities	3.52	.56	High
Total Extracurricular activities	3.48	.54	Moderate

Research Objective Three

Table 7 as below showed the comparison of teachers' perceptions toward extracurricular activities according to their gender in Giraffe English School Nanjing China. The result of t-value was -3.838 and Sig (2-tailed) was .000; which was less than .05 at the .05 level of significance. Therefore, the result was interpreted, as there was a significant difference of the teachers' perception toward extracurricular activities according to their gender at Giraffe English School Nanjing China.

Table 7: Comparison of (t-test result) teachers' perception toward extracurricular activities according to their gender (N=75)

Gender	N	Mean	S. D	t	df	Sig.(2- tailed)
Male	17	3.07	.480	-3.838	73	.000*
Female	58	3.60	.506			

Table 8 as below showed the comparison of teachers' perception towards extracurricular activities according to their nationality in Giraffe English School Nanjing China. The result of t-value was 1.914 and Sig (2-tailed) was .60; which was more than .05 at the .05 level of significance. Therefore, the result was interpreted, as there were no significant differences of the teachers' perception towards extracurricular activities according to their nationality in Giraffe English School Nanjing China.

Table 8. Comparison of (t-test result) teachers' perception towards extracurricular activities according to their nationality (N=75)

Nationality	N	Mean	S. D	t	df	Sig.(2-tailed)
Chinese	55	3.55	.565	1.914	73	.60
Non-Chinese	20	3.28	.438			

Table 9 as below showed the comparison of teachers' perceptions towards extracurricular activities according to their age in Giraffe English School Nanjing China. In the One-way ANOVA date analysis result, the significant value was .000; which was less than .05 at the .05 level of significance. Therefore, the result was interpreted, as there were significant differences of teachers' perception towards extracurricular activities according to their age in Giraffe English School Nanjing China.

Table 9: Comparison of (One-way ANOVA result) teachers' perceptions toward extracurricular activities according to their age (N=75)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.470	3	2.157	9.892	.000*
Within Groups	15.480	71	.218		
Total	21.950	74			

According to the Table 9, showed the significant value was .000. The result was there were significant differences of the teachers' perception towards extracurricular activities according to their age in Giraffe English School Nanjing China. Thus the researcher used the Multiple Comparisons: Scheffe's test to recheck the significant value of teachers' perception towards extracurricular activities according to their ages. The Scheffe's test data analysis result showed in Table 10 as below, the data result showed there was a significant difference between age 25 to 30 and age 40 and above. The mean difference value of them was .77259 which meant teachers whose age of 25-30 have higher perception towards extracurricular activities compared with those age of 40 and above. However there were no significant differences of teachers' perception towards extracurricular activities among other groups of age.

Table 10: Multiple Comparisons of (Scheffe's test) teachers' perceptions toward extracurricular activities according to their age (N=75)

(I) Age	(J) Age	Mean Difference (I-J)	Sig.
24	25-30	-.41942	.076
	35-40	-.02965	.999
	40 and above	.35317	.304
25-30	35-40	.38977	.073
	40 and above	.77259*	.000*
35-40	40 and above	.38282	.192

Table 11 as below showed the comparison of teachers' perceptions toward extracurricular activities according to their work experiences in Giraffe English School Nanjing China. In the One-way ANOVA data analysis result, the significant value was .002. As the significant value was less than .05 at .05 level of significance. Therefore, the researcher followed to use the Multiple comparison of Scheffe's test in Table 12.

Table 11: Comparison of (One-way ANOVA result) teachers' perceptions toward extracurricular activities according to their work experiences (N=75)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.024	3	1.341	5.312	.002*
Within Groups	17.927	71	.252		
Total	21.950	74			

The Scheffe's test data analysis result presented in the Table 12 as below, the result showed in fact, the significant value of 5 years and below and 11 to 15 years was .002 which means there was a significant difference of teachers' perception towards extracurricular activities between those who worked 5 years and below and 11 to 15 years. And the mean difference value was .58667, which meant at the teachers who worked 5 years and below had higher perception than those who worked 11 to 15 years. However, there were no significant differences of teachers' perception towards extracurricular activities among other groups of working experiences.

Table 12: Comparison of (Scheffe's test result) teachers' perceptions toward extracurricular activities according to their work experiences (N=75)

(I) Work Experiences	(J) Work Experiences	Mean Difference	Sig.
5 years and below	6-10years	.20192	.692
	11-15years	.58667*	.002*
	15years and above	.25715	.502
6-10years	11-15years	.38475	.220
	15years and above	.05523	.994
11-15years	15years and above	-.32952	.352

Table 13 as below showed the comparison of teachers' perceptions toward extracurricular activities according to their educational background in Giraffe English School Nanjing China. In the One-way ANOVA data analysis result, the significant value was .001. As the significant value was less than .05 at .05 level of significance. Therefore, the researcher followed to use Multiple comparison of Scheffe's test in Table 14.

Table 13: Comparison of (One-way ANOVA result) teachers' perceptions toward extracurricular activities according to their work experiences (N=75)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.057	2	2.028	8.162	.001*
Within Groups	17.894	72	.249		
Total	21.950	74			

The Scheffe's test data analysis result presented in Table 14 as below, the result showed in fact, the significant value of teaching diploma and bachelor degree was .042, meant there was a significant difference between teachers with teaching diploma and bachelor degree.

The mean difference value was -.34311 meant the teachers with Bachelor degrees had higher perception towards extracurricular activities than those with teaching diploma; according to the significant value of bachelor degree and Master degree was .001, there was also a significant difference between teachers with Bachelor degrees and Master degrees, the mean difference value was .56972, which meant teachers with Bachelor degrees also had higher perception towards extracurricular activities than teachers with Master degrees; the mean difference value between teaching diploma and Master degrees was .22661 and the significant value was .345, this meant there were no significant differences of teachers' perception towards extracurricular activities between those with teaching diplomas and master degrees.

Table 14: Multiple Comparison of (Scheffe's test result) teachers' perception toward extracurricular activities according to their educational background (N=75)

(I)Educational Background	(J) Educational Background	Mean Difference (I-J)	Sig.
Teaching Diploma	Bachelor	-.34311*	.042*
	Master	.22661	.345
Bachelor	Master	.56972*	.001*

Discussion

1. The teachers' demographics

According to the finding of this study, the researcher found that the teachers' age, gender, nationality, work experiences and educational background have significant effect the teachers' perception towards extracurricular activities. The different teachers' demographics factors had different perceptions towards extracurricular activities.

David (2017) mentioned that young teachers thinking lively, it's easier for children to have the desire to play games together in extracurricular activities. However, during the extracurricular activities of an emergency such as a student get sick suddenly, a young teacher may not know how to solve the problem due to lack of experiences.

2. The teachers' perception towards extracurricular activities

The total mean score of teachers' perception towards extracurricular activities in Giraffe English School, was 3.48 in the range of 2.51-3.50 levels of teachers' perceptions level was "moderate" in Giraffe English School.

Rosenberg (1972) conducted that the members of inclusive activities tend to be more comfortable with a rigid set of guidelines governing their activities and leadership of the groups is apt to be directive. The inclusive activities membership tends to appeal to teachers who prefer leadership that is more directive and authoritative, and where there is a great deal of social activity among the members.

According to Royal (2014), collaboration could be able to give opportunities for the school manager and teachers to work together and exchange ideas, and to strategize for improving professional skills in extracurricular activities.

Supporting Royal's statement, Meagher (2011), also mentioned in his study that collaboration increased the level of trust among teachers and staff members in extracurricular activities. The school managers should foster collaboration among novice and veteran teachers could improve the rate of teachers' perception towards extracurricular and teachers' perception toward themselves.

Chan (1995) noticed that most extracurricular activities coordinators were conducting the leadership role as teachers rather than managers. The finding of this study suggested that the extracurricular activities coordinators needed to be given the authority to act as a part of the administration in their own school to increase their effectiveness in the management role.

3. Comparison of teachers' perception towards school environment according to their age, gender, nationality, work experience and educational background

From testing the research hypothesis, it revealed that the probable score of comparing teachers' perceptions toward extracurricular activities by their nationality was higher than the significant level .05. However, the probable score of comparing teachers' perceptions toward extracurricular activities by their age, gender, educational background and work experience were less than the significant level .05. Therefore, the research accepted hypothesis, which meant there were significant differences in teachers' perceptions toward extracurricular activities according to their age, gender, educational background and work experience.

Xiyu (2012) mentioned that male teachers and female teachers are very different in the extracurricular activities. The female teachers in extracurricular activities were always had taken more attentions than male teachers. Therefore it's reasonable for female teachers had difference perceptions and opinions on the extracurricular activities in Giraffe English School Nanjing China.

Yunjing (2016) mention that, new teachers have no experience in extracurricular activities, and they are always worried about their over-performance in school could caused a bad impact on them; and the experienced teachers have a great sense of achievement in their work, they are reluctant to accept changes and new challenges and join the extracurricular activities passively. However the teachers in between those two groups, accumulated through years of working experiences in extracurricular activities, they are the most active part of the teachers in school.

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