Relationship Between the Quality of Realization of Extracurricular Activities and the Number of Students Attending Extracurricular Activities/Sections

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Apstrakt

The aim of the research is to determine the quality of the realization of sections in relation to the number of students who choose to participate in these activities. Through the analysis of the research results, conclusions will be drawn on the basis of which measures will be created to improve the work in this area. The measures will ensure the dynamic development of the sections and their more successful implementation, which will be reflected in terms of the number of interested students, but also the complete psychophysical and social development of students, in accordance with their individual and priority needs. Survey and document analysis techniques were used in the research. Questionnaires (for students, parents and teachers) were used as research instruments. The questionnaires were conducted using digital means (Google questionnaires), which facilitated their distribution, data collection and analysis of results. All steps in the research are described by the descriptive method. The primary school had 30 classes of the first and 17 classes of the second cycle in the previous school year (at the time of conducting the research). The sample was formed by surveying students from each class under numbers 2, 5, 8, 11, 14, 17, 20 and 23, as well as their parents and teachers. The analysis confirmed that significantly more students of the first cycle than students of the second cycle are involved in extracurricular activities/sections, as well as that students are satisfied in certain aspects of the implementation of sections, but that there is an opportunity to improve work. At the school, teachers encourage students to apply for participation in sections (mostly talented who would certainly achieve their ambitions by attending additional classes). It is important to hire students who want to participate, even though they do not have a preference for a particular subject or area to which the section is dedicated.

Ključne reči: questionnaires, realization of teaching, primary school age.

Introduction

The free time of children, i.e., students during the primary school attendance period is a time when they are released from their regular school obligations and obligations in their family. During that time, children should develop and improve their skills and abilities.

Contemporary circumstances bring children a multitude of content and influence, both positive and negative. Therefore, in the time that remains available for students, it is important to organize activities under the supervision of an expert person - a teacher. It is of great importance that activities are realized regularly, according to a certain plan and per the interests of students.

“Working in extracurricular activities enriches the social experiences in interacting with peers because, in a special way, it is possible for children to make social contacts and enter relationships that build their personality in every way” (Previšić, 1987).

“Numerous studies show how risky behaviors occur less frequently in students engaged in extracurricular activities”, states Dryfoos (1997).

Different studies of students’ free time show that organized free time through extracurricular activities has a great contribution to the formation of positive attributes for the child and its development in general (Vidulin & Papak, 2018: 15).

Students:

- Accomplish higher educational achievements,
- Miss less from school,
- They develop a sense of belonging, or association with the school as an institution, as well as with teachers and other students,
- Develop better personal perception and self-confidence,
- Learn to be part of a team,
- Develop leadership and communication skills,
- Socialize better and easier,
- Learn by the rules and respect diversity,
- Occupied by directed activities avoid risky behaviors.

Despite the many positive effects on students, there are challenges in the realization of extracurricular activities, including the burden of students with several classes and regular class hours. The fact is that many of the activities the student attends are undermining the positive influences expected.

Research also suggests (Eccles, 2003: 865):

- Various activities are available outside the school, but they often exert additional funding as well as the time needed for the organization. That is the advantage to have this kind of activity at the school that the child attends,
- Extra-curricular activities include mostly children whose parents are interested in the same,
- Schools are often limited by financial, sometimes human resources necessary for the realization,
- In choosing activities that take place at school, children are included actively, which is not often the case of outside school activities (parents suggest "popular and attractive" activities, which can be of use to them later even though children have no predisposition or interest in the same); Extracurricular activities should be based on freedom of choice, voluntary involvement, and the satisfaction of engaging in a particular activity that also ensures personal development of students,
- In schools outside of our educational system (e.g. American schools) dominate dance and sports sections, reconnaissance or activities such as debates and socio-humanitarian activities, while in our schools dominate art sections.

A school is an ideal place for an educated and planned guide of the children through their targeted activities.

In addition to regular teachings, the school plans extracurricular activities (sections) to encourage the development of individual preferences and students' interests. Different programs of extracurricular activities contribute to the quality of social life of students, the development of positive human values, and the overall development of students.

According to Cindrić (1992) extracurricular activities are different organizational forms of gathering students in free extracurricular time at school, which have a predominantly cultural-artistic sports, technical, recreational and scientific (educational) characteristics

School documents, the School Development Plan, the School Program, and the School's Annual School Plan envision a plan to realize extracurricular activities. The sections are one of the extracurricular activities carried out in all elementary school classes.

Plans and curricula for mandatory subjects remain in the higher focus of teachers while examining the quality of realizing extracurricular activities is of importance for improving the quality of the school's work. The above will affect the full intellectual, emotional, social, moral, and physical development of students, the physical and mental health of students, according to the age, development needs, and interests.

Extracurricular activities are possibly already tied to a particular subject and some global educational project, they may have interdisciplinary character, and be in the function of social learning, promotion and encouraging children's play and activities of an active-production nature (Mendeš, 2010).

Research theme

The research will contribute to looking at several aspects of extracurricular activities/sections:

- The kind of sections that are implemented in school (for students of all ages);
- Number of students attending existing sections;
- Student motivation to work in sections;
- A section execution method;
- A way to promote activities within sections.

Abovementioned is the importance of student participation in sections, and the survey should bring some conclusions and highlight a more quality realization of the same, which will consequently include more pupils that are committed and, more importantly, in the coming school year, regularly attend the chosen activities.

In the broadest sense of the word, extracurricular activities/sections can be considered anything that students deal with outside the classical school framework or formal classes limited by the strict plan and learning curriculum. Well-organized and guided activities meet the needs and interests of students, develop their psychological skills, acquire new skills, and create assumptions for full-time learning and organized free time spending. The sections make up a connection between school and life, mandatory and non-mandatory content, solid and flexible organizations, traditional and modern schools.

Realizing sections, other than their educational character should ensure that the students develop their potential.

It is very important to emphasize that sections should be flexible enough for all concerned students so that they can achieve their needs as well as possible. One should avoid the error that is established, that sections are a form of teaching for talented pupils within a field. Through designed activities within one section, various aspects of the student's personality can be developed.

Research and area purpose

The initial basis for setting up the research subject was the analysis of the documents:

- The report on the external evaluation of Belgrade School Administration since 17.05.17.
- The School's Development plan for 2018-2022.
- School program for 2018-2022.
- The school's Annual School plan for 2019/20.
- The regulation on the quality standards of the institution's quality (RS Official Gazette - Education messenger, no. 14/2018 of 2.08.18)

The standard rules for education and education institutions (Official Journal of RS, 2013).

The school documents showed the following:

- School plans extracurricular activities/sections;
- There are global plans and section programs;
- Plans generally predict how sections are realized;
- The plans envision section realizers;
- Operating plans need to be more specific in terms of how the operation, method, shape, and means to be used;
- No student notification and reporting policies exist;
- No means of promotion of implemented activities envisioned.

The Report on the outside valuation of the school showed that "the contents and activities that encourage students' personal, professional and social development are realized at school, but there is a need to intensify and enrich the new content and ways of working, especially in the subject course". It also said, "The school recognized the problem of the poor inclusion of students in extracurricular activities, but the planned measures have not yet achieved the expected results" (The School's external valuation report, 2017).

Looking at all the above, the need for exploration of important areas and improvements in the school's work under the following standards stressed:

<u>Area</u>	<u>Student support (4)</u>	
Standards	4.1. School's support system works for all students	4.2. School encourages students' personal, professional and social development
<u>Indicators</u>	4.1.1. The school is taking various measures to support students in learning how to learn 4.1.2. The school is taking various measures to provide educational support to students	4.2.2. Based on student involvement in extracurricular activities and student interest, the school is determining the offer of extracurricular activities 4.2.4. Through curriculum and extracurricular activities, students' professional development is encouraged, that is, career management and counseling

Research

Research subject and target

The research subject is a breakdown of the quality of realizing sections and the number of students attending activities within sections.

The research is intended to determine the quality of realization of sections relative to the number of students who opt for participation in these activities. Through the analysis of the results of the research, we draw conclusions under which we will create measures to improve the work in this area. The measures will ensure the dynamic development of sections and their more successful implementation, reflecting the number of interested students as well as full psychophysical and social development of students, in line with their individual and priority needs.

Research tasks

1. Explore whether there's a difference in the number of students attending sections in the first and second cycles of education.
2. Determine whether there is a difference in the number of registered students and the number of students who regularly attend sections.
3. Determine whether the motivation of students, realization, and promotion of activities affects the number of students registered for sections.
4. Learn how students and parents see how they realize activities within sections.

Research hypotheses

More students are thought to attend activities within the sections, provided teachers come up with a more complete plan of the section, more interesting performances of planned activities for students at the beginning of the school year and, during the section, regularly present the results of the student work.

1. A significantly larger number of students are believed to be attending sections in the first cycle compared to the second-cycle students.
2. The number of students registered is assumed to differ significantly from the number of students attending section classes regularly.
3. Students are presumably less satisfied with the implementation of sections, as, during the school year, some students stop attending.
4. More students are believed to be involved in section activities if the systematically approached student motivation, realization, and promotion of activities.

Research methods and techniques

The research used poll techniques and document analysis to examine the research subject.

Polling is about getting the opinions of students and parents about the satisfaction of organizing sections at our school. Surveys were expected to present the numerous conditions of students attending sections, as well as the way they promote extracurricular activities/sections.

Document analysis has determined the basic guidelines for realizing sections and how students are registered to participate in them.

The descriptive method describes all steps in the survey.

Questionnaires (for students, parents, and teachers) were used as research instruments. The questionnaire was conducted using digital tools (Google questionnaire), facilitating the distribution of the questionnaire, data collection, and analysis of results.

The survey results will first serve to conduct statistical analysis and then describe the existing context in the school. Based on the summary conclusions, defining the course of action of all key actors in the process of achieving extracurricular activities is to improve efficiency and improve school performance.

Questionnaire description

Three questionnaires have been elaborated:

- Student questionnaire;
- Teacher questionnaire;
- Parent questionnaire.

Each questionnaire initially contains a questionnaire title, an introductory word - instruction, and the goal of implementing the questionnaire. In this way, respondents are familiar with the goal of the survey, motivated to give realistic answers, and under their opinions, that the school will value not only in research but also to devising measures to improve work.

Sample of the respondents

The school had 30 classes of the first and 17 sections of the second cycles of the previous school year (at the time of conducting research). The sample was formed by surveying students under the order of 2, 5, 8, 11, 14, 17, 20, and 23 from each class, as well as their parents.

Sample preview in the following views.

Diagram 1: Sample first cycle student

1-Total number of students

2-Student sample

3-Filled questionnaires

Diagram 2: Sample second cycle student

1-Total number of students

2-Student sample

3-Filled questionnaires

Diagram 3:

Parent sample-First Cycle

1-Total number of parents

2-Parent sample

3-Filled questionnaires

Diagram 4:

Parent sample-Second Cycle

Diagram 5: Teacher sample

1-Teachers

2-Subject teachers

3-Total number of teachers

Research results and descriptive analysis

Analysis of questionnaire results for students-grades 1-4

A large number of students are fully or to a greater degree familiar with sections that are being organized in school (88%), and what is especially important is that an extremely small number of students has pleaded not to be aware at all (0.7%). As for student motivation, nearly a quarter of students (about 25%) said they are less or not interested in participating in sections. Students' satisfaction with organizing sections and envisioned terms is at a high level (83.5% and 79.4%, respectively). A large number of students (86.8%) believe participation in sections contributes to an increase in general knowledge but

is also important for further education (76.2%). Organization of the sections lists teacher incentives for signing up for sections (86.7%), but no small number of students believe teachers should use the available capabilities to demonstrate activities in section lessons. Students say they can satisfy their interest in the section classes (82.6) but also believe that teachers should more than allow students to choose topics they will address in those classes (39%). To a large extent, teamwork in sections (76.8%) has been prompted, as well as preparation of work in section classes (72.6%). However, you can see that this aspect can develop significantly. Students note that the activities in sections do not orient to textbooks (21.6%), but a large number of students have pleaded that not all available resources for the local community are largely used by teachers (museum, gallery, park, library, and so on).

Analysis of questionnaire results for students-grades 5-8

A large number of students (96.5%) have pleaded fully or largely familiar with the organized sections in the school; still, one should be aware that only half of the students had full information on sections being performed at the school. In general, a large number of students are interested in participating in sections, but only 26.7% are fully interested, which can be significant data. It is also important to pay attention to the fact that about 29% of students said they are not satisfied with the sections in which they participated so far, especially if we add that half of the students are unhappy with the periods that have been designated for the realization of activities within sections so far. It's a good thing that a large number of students feel that participation in sections increases their general knowledge, but less than half see these activities as guiding them to choose from further education. Students believe that teachers greatly encourage the inclusion of students in the section, but not that teachers present to the appropriate extent these activities. According to students, they do not always satisfy their interests within sections (40.9%), which is in a direct relationship with the fact that they are not able to choose the topics they want and can deal with (41.9%). The questionnaire shows that in section classes students often work as teammates or in pairs, but teachers do not refer them exclusively to textbooks. Students say they do not prepare any work for nearly half of the classes, but believe teachers should use available resources of the local community to make the sections more successful (47% think teachers do not use enough resources).

Analysis of questionnaire results of students' parents-grades 1-4

The parents of younger students have needed information about the realization of sections at the school, but it needs to be noted that 27.5% of parents are mostly without this information. Parents are extremely interested in their children's participation in sections (95%), they are familiar with the activities in which the child participates (92.5%) and think that the children are greatly motivated to participate in sections (80%).

Mainly, parents believe sections are important for improving general knowledge (75%), an additional motivation for children for learning (72.5%), the development of specific skills (90%), and working habits of children (75%). Most parents believe sections can help children choose further education (85%).

Activities within sections are monitored regularly (82.5%) by parents, they are satisfied with the terms stipulated for these classes (80%) and by the realization of activities (72%). In this regard, they recommend to other parents to include their children in extracurricular activities (80%).

Parents believe that the school should provide as many sections as possible for students (82.5%) and include external collaborators as consultants (87.5%).

Analysis of questionnaire results of students' parents-grades 5-8

Parents are widely familiar with the sections the school performs, the activities in which their children participate, and are highly interested in the same (84.7%).

According to parents, children are exceptionally motivated for working in sections (92.3%). It is noted that sections mainly contribute to the advancement of general knowledge (76.9%) and development of working habits (77%), but should greatly encourage the improvement of specific properties and motivation of students.

Parents follow in large part the children's participation in sections, but around 35% express their dissatisfaction with realization and terms in which sections are realized. They insist that as many sections (77%) should be provided at the school as possible because they can help children choose further education, but also that consulting external collaborators (84.7%) would be useful for better work.

Comparative analysis

Comparative analysis of all of the questionnaires leads to the following conclusions:

- The significant number of students enlisting for participation in sections in the first cycle is about 62% compared to the second-cycle students — 30% and the number of students who regularly attend section classes (Table 1).

Table 1: Student participation in sections

Total number of students in the first cycle	819	100%
Students signed up for sections-first cycle	507	62%
Students who regularly attend sections compared to the number of registered students-first cycle	480	95%
Total number of students in the second cycle	448	100%
Students signed up for sections-second cycle	133	30%
Students who regularly attend sections compared to the number of registered students-second cycle	72	54%

- It seems that a significant increase in the number of sections is offered to the students at the first cycle as well as the number of teachers who do the same compared to the second cycle.
- The fact is that teachers' responsibilities for every school year foresee a 40-hour workweek, and teachers follow the solution to take classes; very often, individual teachers, because of the specificity of the subjects they teach, have a large number of responsibilities, within a large number of classes and with a large number of students. This contributes that teachers do not find terms or fail to engage in full volume when it comes to sections. In the organization itself, teachers have more

opportunities to schedule sections classes at the same time in multiple departments that suit students, therefore lack unfinished classes, but can attend sections immediately upon the end of regular classes. This is not always possible in the second cycle section, these students sometimes have an "empty" class that disrupts them in the overall organization and often give up attendance to section classes.

➤ The motivation of students to participate in the activities envisioned in the sections — most of the surveyed students are familiar with the sections that are being conducted in the school, but it is reflected that there are students who are not fully familiar with the sections; students are interested in participating in sections but there is room for encouraging several under-motivated students; the reason for the previously stated can be in the fact that first-grade students and parents don't always have complete information, especially about sections-making teachers, sometimes, because of the uncertainty, students don't apply and don't have an interest; students of the second cycle due to their numerous obligations pay no attention to this segment of the school's work.

Teachers need to pay attention to this data to customize promoting activities and realization of classes adopted to the age and interest of students.

➤ The realization of activities in section classes — first-cycle students are significantly more satisfied with the realization of the sections compared to second-cycle students, and a parallel can be drawn comparing the number of students who quit attending these classes. Most students see the importance of participating in sections, realize that new knowledge can expand existing general knowledge and direct them to further education. Students believe that the majority of teachers encourage students to engage in the work of sections, yet point out that teachers do not always allow them to choose topics that will satisfy their interests. Because they feel that section work is not always presented through available media, it can be concluded what affects their satisfaction or discontent.

➤ Students' satisfaction is positively affected by the ability to work together as team members and to use different sources of knowledge. Students suggest that local community resources are not being used sufficiently, which is very important for connecting knowledge gained in the school environment with life-experienced findings.

The opening remarks mentioned that research shows that in our school system, unlike in the foreign system, art sections dominate. When we analyze the kinds of sections that are being carried out at our school, it confirms the previous conclusion. The variety of sections is partly adjusted but most of them are part of art, music, drama. Few activities would otherwise encourage students to think, explore, do a scientific analysis, develop sports spirit and mental health, improve communication skills and teamwork, leadership skills, and media literacy.

Conclusion

Aside from meeting the legal obligations in terms of valuing school work, the commitment to the subject of research work will primarily contribute to a greater understanding of teachers about the

importance of the quality of extracurricular activities/sections in school, thereby to a larger number of students, who will substantially and with greater involvement, be included in the work of sections.

The obtained results coincide with the results of other researches, which show that children who participate in extracurricular activities understand and express their feelings and attitudes much better, establish positive interactions with the environment, express assertiveness in social contacts, respond effectively to peer pressure and have better success in school (Durlak & Weissberg, 2007).

Research through the tasks that have been set has shown the justification of the hypotheses set. The analysis acknowledged that extracurricular activities/sections include significantly more first-class students than second-cycle students and that there is more registered than the students who regularly attend classes, especially in the second cycle of education. It also found that students in certain aspects of the realization of sections are satisfied but that there is also a possibility for improvements in work.

At school, teachers encourage students to apply for participation in sections (mostly talented ones that would certainly achieve their ambitions by attending additional classes). It is important to engage students who want to do so, although they do not tend to a certain curriculum or area in which the section is dedicated.

The conclusion is that it takes considerably more motivation for second-cycle students to participate in sections, and it is necessary to assist teachers in devising section programs, activities and plans, realization and promotion of section products. Professional collaborators can direct teachers and be an important link in the planning, telling teachers to integrate access to regular instructions and extracurricular activities, goals, and learning outcomes. Teachers should be noted that, in organizing sections, they can exploit inter-class competencies and connect different objects into one section. Curriculum can be linked within the expert council, but not necessarily. More opportunities should be looked at to provide students with the content of different areas, presentation of content that is not intended for regular hours, thus pointing out to students the importance of participating in extracurricular activities.

A variety of sections needs to be paid attention to, which can be improved, as well as the means of realization, including students in design topics and programs of the section, shapes and how to work in class, and how to present products. Complete the realization of classes by using modern digital tools, which can be a motivating factor for students, and a known working method.

When planning section classes, it is important to envision the ability to place students in the teaching role, developing student self-reliance and self-confidence, but also to encourage peer learning and other students to engage in activities.

In particular, one should think carefully about using the local community's resources as supplementary funds, allowing students to become acquainted with some important content in an obvious manner. It can also solve to a certain degree the problem of finding terms that are more appropriate for students without directly being associated with regular classes.

The results of some research show that children spend most of their time in the company of their peers, looking for contents and ways of life different from family or school ones (Rosić, 2005). This fact should be taken into account together with the other conclusions.

Looking at all the facts in the field, we need to set a goal that we want to achieve, list all the activities that will enable the goal to be achieved, and ensure that the evaluation indicator is determined.

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Odnos kvaliteta realizacije vannastavnih aktivnosti i broja učenika koji pohađaju vannastavne aktivnosti

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Abstract

Cilj istraživanja je utvrđivanje kvaliteta realizacije sekcija u odnosu na broj učenika koji se odluče da učestvuju u ovim aktivnostima. Analizom rezultata istraživanja izvući će se zaključci na osnovu kojih će se stvoriti mere za unapređenje rada u ovoj oblasti. Merama će se obezbediti dinamičan razvoj sekcija i njihovo uspješnije sprovođenje, što će se odraziti na broj zainteresovanih učenika, ali i na potpuni psihofizički i socijalni razvoj učenika, u skladu sa njihovim individualnim i prioritetnim potrebama. U istraživanju su korišćene tehnike anketiranja i analize dokumenata. Kao istraživački instrumenti korišćeni su upitnici (za učenike, roditelje i nastavnike). Upitnici su sprovedeni pomoću digitalnih sredstava (Google upitnici), što je olakšalo njihovu distribuciju, prikupljanje podataka i analizu rezultata. Svi koraci u istraživanju opisani su deskriptivnom metodom. Osnovna škola je u prethodnoj školskoj godini (u vreme sprovođenja istraživanja) imala 30 odeljenja prvog i 17 odeljenja drugog ciklusa. Uzorak je formiran anketiranjem učenika iz svakog odeljenja pod brojevima 2, 5, 8, 11, 14, 17, 20 i 23, kao i njihovih roditelja i nastavnika. Analizom je potvrđeno da je znatno više učenika prvog ciklusa nego učenika drugog ciklusa uključeno u vannastavne aktivnosti / sekcije, kao i da su studenti zadovoljni određenim aspektima primene sekcija, ali da postoji prilika za unapređenje rada. U školi nastavnici podstiču učenike da se prijave za učešće u sekcijama (uglavnom talentovani koji bi svoje ambicije sigurno postigli pohađanjem dodatne nastave). Važno je angažovati studente koji žele da učestvuju, iako nemaju preferencije za određeni predmet ili oblast kojoj je odeljak posvećen.

Key words: upitnici, realizacija nastave, osnovnoškolski uzrast.