

## **Literature Review**

There are numerous reasons why schools from the elementary level to the collegiate level offer extracurricular activities (EAs), but many individuals who promote participation may only have an anecdotal understanding of the benefits that they offer to students. However, there are numerous studies available that demonstrate reliable data regarding positive associations with participation and higher academic achievement (Chan, 2016), stronger sense of school identification and belonging (Ivaniushina, & Aleksandrov, 2015), healthier socialization among peers (Gibbs, Erickson, Dufur, & Miles, 2015), growth and leadership opportunities (Cotter, Pretz, & Kaufman, 2016), and a better school culture and school climate. For students, developing and maintaining a positive attitude towards their education can often be a challenge in and of itself as they are often beset by negativity with regards to school from peers, pop-culture, parents, or any number of other sources (Bastistich, Solomon, Watson, & Schaps, 1995). By joining and participating in a structured extracurricular activity with other students and supportive adult role models, students can gain a sense of purpose, positive peer associations, and belonging that they may otherwise possibly lack in other areas of their lives (Stearns & Glennie, 2010). When a student feels a connection to something larger than himself or herself where they are encouraged by a nurturing adult, they will tend to put forth more effort into the activity and tend to achieve a higher level of success or recognition.

Before any attempt can be made to appeal to students who do not participate there must be a sufficient understanding of these benefits in order to move forward. While an extracurricular activity itself may not directly influence the understanding of a particular academic curriculum, participation in athletic, artistic, academic/honor society or social EAs may endow a student with skills and knowledge that can yield benefits as students progress through their education.

Additionally, such experiences carry over from the school involvement into community involvement (Kiersma, Plake, & Mason, 2011). Students who are involved in EAs that are service-oriented and who work to improve their community tend to remain involved in similar activities throughout their college years. Furthermore, they tend to remain involved in their community in some capacity at a higher rate after their educational career ends. Involvement of this sort may also afford students with greater opportunities for networking through introductions to others who participate in similar activities as well as greater opportunities for personal growth through engagement in community service. (Culic, Iancu, & Pavelea, 2016)

### **Participation Effects on Academics and Classroom Engagement**

Students involved in performance art and academic EAs show a pattern of increased classroom engagement which athletics does not (Im, et al., 2016). One possible reason for this difference may be the similarity of the way in which performance art and academic activities are conducted, as they tend to be more similar to a classroom setting than athletic activities. In these settings, students also acquire skills that translate into deeper learning academically. In a three-year study published by Metsäpelto and Pulkkinen in 2012, academic and working skills such as persistence, concentration, and carefulness were measured using teacher ratings and it was found that students who participated in performing arts or academic clubs scored significantly higher in these categories than students who did not participate. Students involved in performance art and academic activities also showed a strong trend with higher levels of adaptive behavior, academic working skills, and academic attainments.

Students who may not be as motivated by academics and learning, per se, will often continue to work hard to achieve the required scores which many programs have in place to qualify for eligibility to participate in EAs that have a minimum academic score requirement

(Bradley & Conway, 2016). Knowing that certain criteria for eligibility are in place in order to be involved with a program in which a student may have a high level of interest will often motivate them to engage and focus. This is especially true when they are encouraged by an adult in a mentorship role who demonstrates an interest in them and their success (Marchetti, Wilson, & Dunham, 2014). In addition, if a student has a desire to continue the involvement in their preferred activity at the college or university level, they know they must not only excel in their chosen activity but also achieve and maintain a required level of academic achievement to qualify for entrance to a higher institution.

No studies reviewed showed that participation in athletic EAs was in any way causally linked to higher academic outcomes. It is interesting to note here that, according to the Metsäpelto and Pulkkinen (2012) study, while non-athletic activities have shown a positive correlation with academic outcomes, they did not show as strong a relationship with improved socialization as athletic activities did. This would seem to indicate that, if a student were to attempt to maximize their amount of benefit, they would need to diversify their participation across several categories of sport, artistic, and academic related EAs but be careful that it does not come at the expense of class-related engagement.

Participation in EAs will require students to miss scheduled classes at times. While it could be argued that this would have a detrimental effect on classroom engagement, any reduction in the amount of learning time in the classroom due to time spent participating in EAs yielded no negative effects on engagement or instructional quality or engagement in the lessons (Bradley & Conway, 2016). Schools will adjust and accommodate time schedules in advance of planned and sanctioned EAs, allowing a teacher to compensate for the missed class time. The exception to this comes from situations that may arise from participation based on an inordinate

number of activities. Students can reach a point for diminishing returns if they over-extend their commitments, which could negatively affect classroom engagement (Swanson, 2002). Students should be careful not to overload themselves with too many activities as engagement in several activities of the same nature will not yield a compounded beneficial effect. Students who wish to maximize their benefit should instead attempt to be strategic about how they will become involved.

### **Participation and Identification with School or Sense of Belonging**

Studies have shown that students who participated in structured and supervised EAs demonstrated an increase in a favorable view of education and stronger sense of school identification regardless of what the category of EA (Adeogun & Olisaemeka, 2011; Ivaniushina & Aleksandrov, 2015). Positive social experiences and interactions with peers and adults are often a strong motivational factor for students on a personal level as well as on an educational level. Students who associate with peer groups who, as a group, expect to continue on to post-secondary education will also tend to take on that same expectation (Gibbs, Erickson, Dufur, & Miles, 2015). We also find that students who engage with peer groups that are college oriented are more likely to enroll in college. Extracurricular Activities will often provide this sort of environment encouraging students to be positive and motivated toward further education.

Through participation in EAs, students develop not only a stronger sense of self-confidence, but also a healthier level of social development and sense of well-being that further develop healthier interpersonal skill and improved school engagement (Chan, 2016).

Interactions with peers and adults who work toward a common goal in a school environment will help students develop social skills that may affect not only their classroom academics but also a wide variety of other areas in life that a student will encounter (Kiersma, Plake & Mason, 2011).

These social skills can have a demonstrable effect on educational quality and are associated with higher educational expectations, attendance rates, and accumulation of social capital that tends to have a mediating effect on college attendance (Morris, 2016). The socializing effect of participation in EAs can create a positive experience where the student is motivated to continue to seek out further educational experiences and higher educational levels (Gibbs, Erikson, Durfur & Miles, 2015).

Making a connection with an adult who is in a mentor role outside of the classroom will also make a significant impact on student's educational experience (Borkar, 2016). Additionally, the adult mentor becomes a facilitator of student-to-student social interaction by modelling and guiding positive behaviors. One study determined that students who participated in a structured extracurricular activity where the aim was to develop a skill or ability and where all activities were scheduled and supervised by an experienced adult showed significantly higher levels of self-esteem and a stronger sense of belonging in school (Ivaniushina & Aleksandrov, 2015). They also showed a higher overall satisfaction with their school experience than students who did not participate. Interestingly, students who participated in unstructured or unsanctioned activities where participation and schedules were not predetermined or activities were unsupervised by an experienced adult showed no significant difference in levels of self-esteem or sense of belonging in school than did students who did not participate. The interaction with the adult and the structure were key in this study to demonstrating a meaningful benefit to the student. Schools need to consider these factors when approving an EA to offer students.

### **Length of Participation and Perceptions of Education**

Aside from the motivation and encouragement students receive from mentoring adults, the comradery and recognition a student gets from participating will often translate into a more

favorable and worthwhile view of education which, in turn, will tend to lead to higher scores or grades (Adeogun & Olisaemeka, 2011). This trend is stronger when a student becomes involved in earlier grades. The sooner they start, the stronger this favorable view becomes (Im, Hughes, Cao, & Kwok, 2016). If a student becomes involved at a younger age, the positive associations they make with their chosen activity will translate into more favorable views and concepts of not only their school but of the value of education. Other variables such as age, circumstances, and frequency and duration of the activities will influence to what degree a student favorably views education. Studies have noted that when compared to students who do not participate or infrequently participate in EAs, students who have been involved longer and participate more will tend to see the value of education more favorably to a significant degree (Borkar, 2016; Gibbs, Erickson, Durfur & Miles, 2015; Im, Hughs, Cao & Kwok, 2016; Morris 2016). Further, a school that can create conditions that are conducive to students developing a more favorable view of education will see, over time, how this view will become part of the school culture. This will lend itself to a more positive school environment that has a positive correlation to motivation and desirable student behaviors (Anderson, Hamilton & Hattie, 2004)

### **Participation and Family Circumstances**

The study by Swanson (2012) indicates a strong positive correlation between family background and participation. Findings from the study indicated that students who come from families of middle and higher SES tend to show much higher participation rates, as they tend to have better access to resources. Indeed, higher SES families have significantly higher expectations of participation than lower or even middle SES families. Thus, students of families in lower SES ranges tend to miss many of the benefits that students from higher SES families receive.

EAs are not only time consuming, but can be costly as well. Although the Swanson (2012) study determined that time constraint had a minor effect on involvement by a student, other factors and resources available to that same student may limit the extent they are able to participate. This limitation of time and resources can extend to the family as well. Lower SES students will often hold part-time or full-time jobs during the time they are attending school in an effort to help their family with expenses, which in turn hinders their ability to participate in EAs. In addition, as the number of children in a lower SES family increases, participation from children in that family significantly decreases.

Family culture and background can also influence participation. A 2017 study of Latino students determined that parents of middle class Mexican-American students granted a greater deal of autonomy to their students in decision-making as compared to parents of other ethnicities found in the United States (Inoa, 2017). Results showed that parents of the students involved in the study were generally supportive of their student's choices when they decided to participate but were more likely to seek out opportunities for their students to engage in activities outside of school when what schools offered was either unavailable or their students were ineligible. In this sense, parental involvement can benefit a student with support or allow them an alternative when they are ineligible, which renders the incentive for academic achievement much less significant.

### **Predictors of College and Community Involvement**

Participation in EAs can also be used as predictors of future involvement in college, business, or community activities and/or associations. Students who hold some sort of leadership position within their club or group will often go on to leadership positions within other organizations or companies later on (Kiersma, Plake & Mason, 2011). While this may not have an immediate effect on a student's high school experience, post-secondary institutions or

potential employers may weigh this as a factor when making a decision about accepting a student's application. A study in 2016 determined that there was a strong positive correlation between students who were involved in leadership positions in EAs while enrolled in college and higher attainment of positions within their chosen industry after graduation (Cotter, Pretz & Kaufman, 2016). Students who attain a leadership position within their EA while in high school have the opportunity to lead and learn from mistakes in a much more forgiving and nurturing setting than what they will encounter after graduation. Skills and experiences gained because of their position and involvement give them an advantage over students who do not participate since non-participatory students will have limited opportunity to develop or enhance leadership skills by only attending classes.

### **Participation and School Culture and Climate**

Positive school climates promote student development and learning environments based on trust, safety, fairness, and respect (Grace & Harrison, 2015). Further, a positive school climate is associated with a range of outcomes including improved attendance, a decrease in behavioral issues, and an increased motivation to learn (Martinez, Coker, McMahon, Cohen & Thapa, 2016). An investigation into self-reported reasons students gave about why they participate found that students will often choose to occupy their time by becoming involved in an EA as a means of keeping themselves from being involved with at-risk behaviors. Further, they recognize EAs as an opportunity to better themselves and their chances for future opportunities (Ebie, 2005).

Many EAs will promote these values in their participants, meaning, schools have a valuable incentive in the promotion of participation by school in their students, as it will lead to a more favorable and positive school climate. The relationship building aspect of participation in

EAs will yield benefits for not just the individual student but for the school as a whole. Schools that consistently received a higher rating in the category of school climate tended to have students who demonstrated higher achievement (MacNeil, Prater & Busch, 2009). Higher levels of involvement by both students and staff coupled with strong relationships in and out of the classroom results in higher motivation levels by all involved. Strong leadership plays a key factor in this success. Unless activities are guided by strong and positive leadership, perceived benefits of participation in EAs will not be as significant (Martinez, et al., 2016)

When the question of limitations of a school's ability to offer EA's based on geographic location arose, the findings were surprising. Regional location of a school based on urban, suburban, or rural environments does not tend to be a factor limiting participation in EAs insofar as offered opportunities (Stearns & Glennie, 2010). Studies of schools in urban, suburban, and rural environments show that there is no significant difference in the number of activities offered, but types of activities may differ according to location with higher numbers service and academic activities in urban and suburban areas whereas rural areas tend to have a higher number of vocational related activities. School size may be a limiting factor simply due to availability of not only teachers to take on coaching and advising roles in EAs but the availability of the number of students needed to make up teams of clubs in smaller schools. Athletic programs are affected by this to a higher degree than the other categories of activities.

After examining available research that appears to indicate that participation in structured and organized Extracurricular Activities benefits students and contributes to an increase in perceptions of education and positive school climate with limited adverse effects, it becomes difficult to make an argument against participating, and yet, there are students who do not either due to circumstances or choice. Does one group have a statistically significant advantage over

the other, and can we determine if participation or lack thereof has a causal link to this advantage?

### **Purpose of Study and Research Questions**

The purpose of this study is to examine the motivational factors of high school students who choose to or choose not to participate in Extracurricular Activities. Evidence regarding the benefits of participating in Extracurricular Activities is abundant, and students who participate generally show higher levels of academic achievement, a more positive level of socialization, fewer behavioral incidents, a stronger sense of identity with their school, and will be more likely to continue with a post-secondary education. All of these conditions are motivational factors that can positively influence a student's chances for success during high school. Therefore, attempting to understand what motivates a student to choose to participate in school sanctioned Extracurricular Activities, or more significantly, choose not to participate in school sanctioned Extracurricular Activities will help schools identify potential issues that may affect or influence student achievement and success. Additionally, there needs to be an examination of the benefits gained from participation as compared to students who do not participate in an effort to determine if there is a significant difference in achievement or perceptions of education or school connectedness between the two groups.

1. The study seeks to determine whether there is a correlation between the aforementioned motivational factors and academic achievement according to student GPAs and the intention to pursue post-secondary education.
2. Will the category of Extracurricular Activity in which students participate be positively related to academic achievement according to GPA?

3. Does the number of Extra Curricular Activities show a positive correlation to academic achievement according to GPA?
4. Will there be a statistically significant difference in both academic achievement and intention to seek post-secondary education between students who choose to participate and students who choose not to participate in Extracurricular Activities? It is predicted that the differences will vary according to category of activity (Athletic, Academic, or Social) with Academic more likely to show a significant difference.
5. The study seeks to examine the responses to questions regarding student attitudes and opinions toward education and school and attempt to determine whether there is a correlation between attitudes and academic achievement according to GPA and the intention to pursue post-secondary education. It is predicted that students who have a more positive attitude toward education and school connectedness will show a positive correlation to higher academic achievement and intention to pursue post-secondary education.
6. Will there be a statistically significant difference in responses to the questions regarding student attitudes and opinions toward education and school connectedness between participants in Extracurricular Activities and non-participants?
7. Will there be a statistically significant difference in responses to the questions regarding student attitudes and opinions toward education and school connectedness when results are categorized by student demographics such as gender, ethnicity, family/parental involvement, and employment status?

It was expected that results from this study would provide insight into the academic and social capital of students that will enable schools and institutions to plan and respond according to areas of need or effectiveness regarding the planning and implementation of school-sanctioned activities. Additionally, it is hoped that the collected data will provide justification and rationale for decisions intended to improve overall educational quality and experience for all students.

## **Method**

### **Contextual Factors**

The high school where the survey was administered for the study is in the Northern Metro Atlanta/North Georgia area. It was chosen because of its availability and accessibility as well as the diversity of its student population. As of 2016, the school population according to the Student Demographics page of the school system's website was 69.37% White, 20.82% Hispanic, 4.12% Black, 2.26% Asian, 2.67% Multi-racial, and .75% American Indian. Of that, 4.11% of the population is ESOL, 1.28% is EL/Monitored, and 29.26% of the student population is enrolled in free or reduced lunch. The high school in the study has the highest population of economically disadvantaged students out of five high schools within the county. The gifted population at the high school as of 2016 was 16.86% which is close to the district wide total of 17.95% and ranks it third out of the five high schools for gifted student eligibility (Forsyth County Schools, 2017).

Most recent total average SAT scores, as of 2016, across all high schools within the county were 1585 which is higher than the state average of 1459 and higher than the national average of 1484. Countywide scores for SAT Verbal were 531, SAT Math was 539, and SAT Writing was 515. All of these scores were higher than statewide averages, which were SAT Verbal 493, SAT Math 490, and SAT Writing 476. The high school used in the study had SAT

scores of 1511 with SAT Verbal 510, SAT Math 512, and SAT Writing 489 which are all above the statewide and national averages.

## **Participants**

The study surveyed (*#of responses as yet to be determined*) 12<sup>th</sup> grade seniors who attended the high school during the 2017-2018 school year who may or may not have participated in athletic, academic, or social extracurricular activities and may or may not be enrolling in a form of post-secondary education. Of that, (*#of surveys yet to be determined*) completed surveys were collected. The survey included a section explaining to students that participation was voluntary and that no personal or identifying information would be collected. The survey included a question to determine if the participant was in 11<sup>th</sup> or 12<sup>th</sup> grade, as students will sometimes be placed in classes designated for seniors at this high school due to credits taken while enrolled in other school systems. (*# as yet to be determined*) of the total surveys returned indicated they were completed by 11<sup>th</sup> grade juniors and were removed from the results since their experience in high school is not as complete as the 12<sup>th</sup> grade participants and may change by the end of their senior year. Surveys were taken online via the website, Survey Monkey, during the Advanced Composition class that all senior students must take as part of the required core classes students must take as a graduation requirement. The link for the survey was posted on the school's online learning platform, ItsLearning, to which each student has access.

## **Materials and Measures**

The survey consisted of five parts, demographics, school climate and connectedness, peer social support, adult social support, and cultural acceptance. The 35-question survey was put together with a combination of questions from the Georgia Student Health Survey 2.0 (2016) and a survey used in study conducted the University of Middle Tennessee (Johnston, 2013) on the

effects of extracurricular activities on academic performance and retention in the Middle Tennessee State University Horse Science Program. The survey took between five to ten minutes to complete.

Demographic information and the questions were multiple choice and included questions regarding gender, ethnicity, GPA, whether or not they currently held employment, plans after they graduate, and information about whether other family members have attended college. Demographics were further separated into non-participants and participants in EAs. Participation was broken down by number of, and types of extracurricular activities, and positions, if any, held within the extracurricular activity. Questions separated activities into athletic, academic, artistic, or social, and students checked all that applied from a complete list of official school activities provided by the school.

At the time of the survey, students may not have been certain about their plans after graduation so questions used a Likert scale to measure items such as whether or not students planned to continue on to post-secondary education. Questions also covered the types of post-secondary institutions students planned on applying to or had applied to (i.e. I plan on applying to a four year college, I plan on applying to a trade school, I plan on applying to the military...) as well as the number of colleges or institution applied to or already accepted to, any amount of time they may have intended to spend before beginning their post high school plan, and whether or not they planned on working full or part time. The survey also included a write-in section in the event that none of the questions applied to a student's plan.

The last part used a Likert scale gauging student attitudes toward extracurricular activities, post-secondary education, sense of belonging at the school, and feelings about prospects for their future. This section included space for the student to add any comments or

reasons they felt would be pertinent to the material in the survey. The answer choices included “other” as needed and provided space for the student to fill in their answer.

### **Procedures**

Participating respondents completed a confidential survey using only their student ID numbers to ensure that the survey is not repeated. The Survey was online using the online survey program, SurveyMonkey, and respondents’ identities were kept confidential. Students entered their student ID number, which ensured that the survey was not repeated. An explanation of the survey and how its results would be used was provided at the beginning of the survey. Surveys were taken at a predetermined time in the senior English Language Arts class in which all seniors must be enrolled. A copy of the survey is included in the Appendix.

## Appendix

### ***Demographic Questions***

1. Grade

- 11<sup>th</sup>
- 12<sup>th</sup>

2. Gender

- Male
- Female

3. Ethnicity

- Black or African American
- Hispanic or Latino
- White or Caucasian
- Asian or Pacific Islander
- Other

4. Do you currently qualify for free or reduced lunch?

- Yes
- No

5. How would you describe your cumulative high school GPA?

Less than 2.00

- 2.00 – 2.49
- 2.50 – 2.99
- 3.00 – 3.24
- 3.25–3.49
- 3.50–3.74
- 3.75 or greater

6. After graduation, I plan to...

- Go to a Trade School
- Go to a Technical School
- Go to a four year College/University
- Join a branch of the Military
- Get a job and enter the workforce
- Other \_\_\_\_\_

7. Are you going to be the first person in your family to attend college?

- No
- Yes
- I don't know

8. If you are not participating in Extra Curricular Activities this year, please check the reasons below or provide your own explanation.

- not enough time
- family responsibilities
- activity of choice not available
- restricted from participation
- friends do not participate
- job
- other \_\_\_\_\_

9. Are you currently or have you ever participated in Extra-Curricular Activities?

- Yes
- No

10. If you answered "Yes" to either of the two previous questions, check all that apply. If "No" then leave blank.

**Clubs and Organizations**

- Academic Bowl
- Bass Fishing Club
- Beta Club (10-12th Grades)
- Chamber Singers
- Color Guard & Winter Guard
- Dance Team
- DECA
- Drama Club/Thespians/Honor Thespians-Masquers
- Dungeons & Disports
- Euro Club
- FBLA (Future Business Leaders of America)
- FCA (Fellowship of Christian Athletes)
- FCCLA (Family Career Community Leaders of America)
- Literary Magazine
- FLOOD
- Forsyth Central Indoor Drumline
- Garden Club
- HOSA (Health Occupations Students of America)
- Humane Society
- Interact Club
- International Club
- Junior Civitan
- Key Club
- Marching Band
- Math Team
- Mock Trial Team
- Model UN
- NABT Bio Club
- National Art Honor Society
- National English Honor Society
- National Honor Society
- National Technical Honor Society
- Native Speakers Club
- Newspaper - Central Way
- Robotics Club
- Science Olympiad
- SGA (Student Gay Alliance)

- Simple Charity
- Skills USA Club
- SmART Club
- Spanish Honor Society
- Student Council (Central Ambassadors)
- TARC (Rocketry)
- Tri-M Music Honor Society
- TSA (Technology Student Association)
- Ultimate Frisbee
- VEX
- Volleyball (Boys)
- Y-Club
- Yearbook

### **Athletics**

- Baseball
- Boys Golf
- Boys Lacrosse
- Boys Soccer
- Boys Tennis
- Boys Track & Field
- Girls Golf
- Girls Lacrosse
- Girls Soccer
- Girls Tennis
- Girls Track & Field
- Gymnastics
- Basketball Cheer
- Boys Basketball
- Dance Team
- Girls Basketball
- Swim & Dive
- Wrestling
- Competitive Cheer
- Cross Country
- Football
- Football Cheer
- Softball
- Volleyball
- Other Activity

11. How many hours a week do you spend on extracurricular activities?

- 0-3
- 4-7
- 8-9
- 10 or more

12. How many times have you been referred to the school office or for discipline reasons this school year?

- 0
- 1
- 2
- 3
- 4
- 5 or more

13. How many hours per week, *on average*, do you spend studying?

- 1-3
- 4-6
- 7-9
- 10-12
- 13 or more

14. Do you currently hold a paid job? If so, is it part-time or full-time?

- Part-time
- Full-time
- No, I do not have a paid job

15. If you are not involved in extracurricular activities, which of the following statements is most true? Please select all that apply.

- I prefer not to be involved
- I would like to be involved but I:
  - Commute too far
  - Have to work too many hours
  - Need to spend time studying
  - Have too many family responsibilities

**School Climate**

***School Connectedness***

16. I like school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

17. Most days I look forward to going to school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

18. I feel like I fit in at my school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

19. I feel successful at school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

20. I feel connected to others at school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

**Peer Social Support**

21. I get along with other students at school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

22. I know a student at my school that I can talk to if I need help (e.g., homework, class assignments, projects...).

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

23. I know a student at my school that I can talk to if I am feeling sad or down.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

24. I have a group of friends at school that I have fun with and are nice to me.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

25. Students in my school are welcoming to new students.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

***Adult Social Support***

26. Teachers treat me with respect.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

27. Adults in this school treat all students with respect.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

28. All students are treated fairly by the adults in my school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

29. Teachers treat all students fairly.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

***Cultural Acceptance***

30. Students at my school treat each other with respect.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

31. Students treat one another fairly.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

32. Students show respect to other students regardless of their academic ability.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

33. Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

34. All students in my school are treated fairly regardless of their appearance.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

35. My parents, or other adults at my home, think that it is important for me to graduate from high school.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree



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