

Community and Youth Collaborative Institute  
School Experience Surveys – Technical Report

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**CAYCI Activities Index**  
Elementary Student Version

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## **ACTIVITIES**

### Elementary Student Version

#### **I. Definition of Construct**

The *Activities* Index assesses the extent to which students are involved in extracurricular activities.

#### **II. Relevance for Practice**

Research has demonstrated that students who are involved in extracurricular activities tend to have better academic outcomes and more opportunities for pro-social development (Eccles, Barber, Stone, & Hunt, 2003; Feldman & Matjasko, 2005). However, engagement in certain types of activities can also increase exposure to risk factors, such as peer pressure to participate in risky behaviors in the case of some sport teams (Eccles & Barber, 1999). Understanding the array of activities that students participate in is important for understanding the types of risk and protective factors common within a student population.

#### **III. Scale Description and Instructions**

##### *A. Items*

1. I play on a sports team.
2. I play a musical instrument.
3. I am in a dance or theater group or class.
4. I am in a youth program (4-H, YMCA, Boys and Girls Club).
5. I am in a youth group or church.
6. I am involved in community volunteering (Nursing Home, Child Care Centers, etc.)
7. I have a job after school or on the weekend.
8. I am involved in social networking sites (Facebook, Myspace, Snapchat, etc.).
9. I am involved in leadership groups (Student Council, Student Government, etc.).

##### *B. Response Options*

Response options for each item include the following:

- 1 = Not involved at all
- 2 = Involved to some extent
- 3 = Actively involved

##### *C. Instructions for Respondents*

These questions ask about your activities. For each of the following statements, please fill in ONE circle that best represents your answer.

##### *D. Instructions for Scale Administrators*

For complete instructions on how to administer the survey, reference the “Student Survey Directions” that are printed on the survey itself. Once each student has a survey, explain that the purpose of the survey is to learn more about their experiences at school. They should mark one answer per statement, selecting the choice that best reflects how they feel.

As students finish, look thoroughly through the surveys to make sure that they did not miss any items or questions. Please remember that students do NOT have to answer every question, but do encourage them to complete as much of the survey as possible. Remind students that their answers will help the school know how to best support them.

#### IV. Scoring Procedures

The *Activities* items are not meant to act as a single scale as they do not measure one unique construct. Instead, the items act as an index, meaning that they each measure a single related construct, in this case that being a single type of activity. There are a few ways to score this index based on what is of interest. For example, an average score of the 9 items would create a relative score for engagement, with higher scores indicating that youth are more actively involved in more types of activities. Alternatively, count the number of items, out of nine, for which youth either “Involved to Some Extent” or “Actively Involved.” This count represents the number of activities in which a youth is at least minimally involved. In this scenario, youth with a count of 0 are not engaged in any activities and may represent a subgroup in need of attention.

#### V. Psychometric Properties of the Scale

Because these items are not expected to behave as a single scale, psychometric properties of the items were not tested.

#### VII. Past and Future Scale Development

Work is needed to test the acceptability of the Spanish translation of these items.

#### VIII. Summary

Research has shown that involvement in the types of activities included in this index has been associated with improved educational outcomes but also increased exposure to risk factors in certain situations (Eccles & Barber, 2003). The *Activities* items might be used to further explore the relationship between extracurricular involvement and variant developmental trajectories among students. In the meantime, schools can use these items to assess the array of environments which are influencing their student development.

#### VIII. References

- Eccles, J. S. & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research, 14*(1), 10-43.
- Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues, 59*(4), 865-889.
- Feldman, A. F. & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research, 75*(2), 159-210.

#### IX. Recommended Citation of Scale

When using the Activities Index for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A.J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys: Activities Index for Elementary School Students. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Institute School Experience Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., Amorose, A.J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.