

EXTRACURRICULAR ACTIVITIES MANAGEMENT OF  
ADMINISTRATORS IN XIAN YANG WENLIN SCHOOL  
UNDER SHAANXI PROVINCE

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**ABSTRACT**

The objectives of this research were: (1) to study the level of extracurricular activities management of administrators in Xianyang Wenlin school under Shaanxi Province, and (2) to compare the extracurricular activities management of administrators in Xianyang Wenlin school under Shaanxi Province. according to the teachers assessed, classified by educational level, and work experience.

The research was a survey research. Population were teachers, totalling 176 people, the sample size was determined by the Krejcie and Morgan's table, obtained by simple random sampling method, totalling 127 people. The instruments used for data collection were questionnaire with a five-point rating scale and validation checklist, the statistics used for data analysis were frequency percentage, mean, Standard Deviation, and t-test.

The research results showed that: (1) the level of extracurricular activities management of administrators in Xianyang Wenlin school under Shaanxi Province included four aspects: Motivation factors, Create favourable sporting environments, Students focus on sport as source of enjoyment and fun, and Improving their physical and mental health, overall and in each aspect was at a high level; (2) Comparison of extracurricular activities management of administrators in Xianyang Wenlin school under Shaanxi Province, according to the teachers' assessment, classified by educational level, and work experience, were not different.

**Keywords:** Sport Activities Management, Administrators, Xianyang Wenlin school under Shaanxi Province , extracurricular activities

## **INTRODUCTION**

Based on the grassroots, the follow-up implementation of the double reduction policy is conducive to enrich and refine the relevant research on after-school services. At present, with the extensive development of after-school services, the situation of "one place, one policy" and "different according to the place" will also produce the problems of different forms. The current after-school service in the compulsory education stage is helpful to implement and support the country's "double reduction" policy and solve social problems. After-school services is not only an effective way to promote the healthy growth of students and deal with the difficulties of parents picking them up, but also an important way to improve the ability of education services and enhance people's happiness. To some extent, the quality of after-school services and a series of related studies are a strong impetus to the implementation and support of the "double reduction" policy. Under the background of the "double reduction" policy, through the comprehensive analysis of the implementation of Wenlin Primary School in Xianyang City, we can better understand the role of the current after-school service in the "double reduction" policy, and have a certain support for the implementation of the next "double reduction" policy. This study further enriched the research on after-school service management. After consulting relevant literature, most of the research on after-school service focus on the course form of after-school service, while there are relatively few studies on the management of after-school service. From the perspective of educational management, it can further enrich the research methods of after-school service management.

### **Research Objectives**

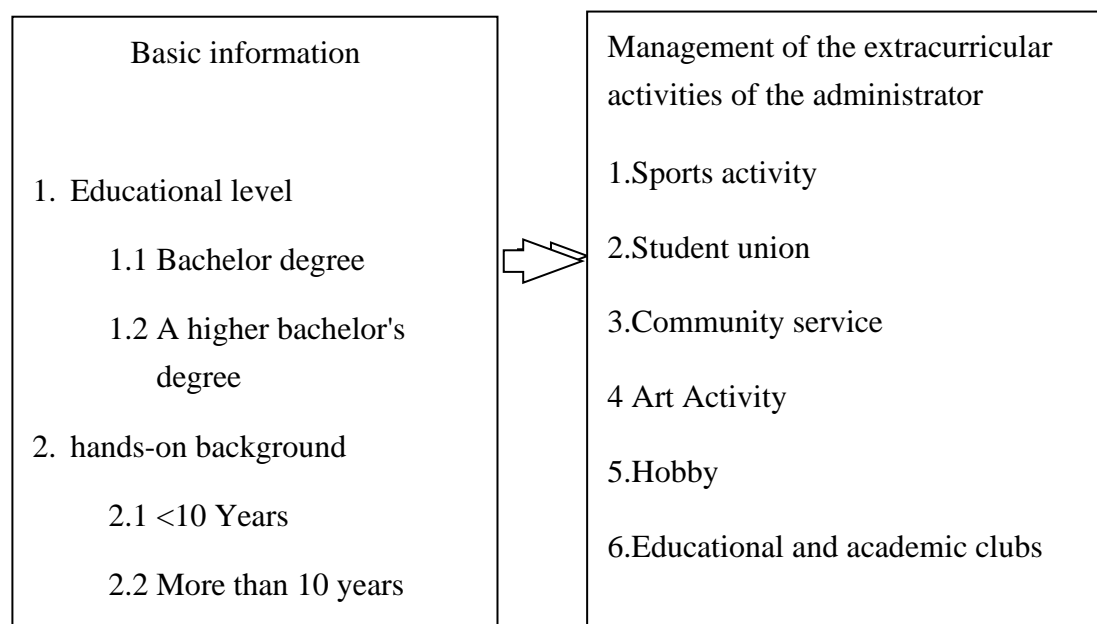
1. to study the level of extracurricular activities management of administrators in Xianyang Wenlin school under Shaanxi Province.

2. to compare the extracurricular activities management of administrators in Xianyang Wenlin school under Shaanxi Province.

## Research Framework

In this study, the researchers integrated the academic concepts of Hamidreza Mirsulinetal (2013) in the sports activity management factors of Chengdu Sports Management Institute. To define a conceptual framework, as shown in Figure

### Independent variable dependent variable



1Figure 1: Study framework

## Methods of conducting research

The research was a survey research. Population were teachers, totalling 176 people, the sample size was determined by the Krejcie and Morgan's table, obtained by simple random sampling method, totalling 127 people. The instruments used for data

collection were questionnaire with a five-point rating scale and validation checklist, the statistics used for data analysis were frequency percentage, mean, Standard Deviation, and t-test.

## **Research instruments**

The instrument of this research is the delayed activity management questionnaire for the administrators of Xianyang Wenlin School under Shaanxi Province, which is divided into the following two parts:

Part I: General information about the respondents.

Part II: Delayed activity management questionnaire of delayed service manager of Wenlin School in Xianyang, Shaanxi Province. include

The questionnaire was defined as a rating scale. The scores were divided into a 5-point rating scale (Likert, 1970) to study the delayed activity management of the administrators of Wenlin School in Xianyang, Shaanxi Province. 5 levels, including the highest, high, medium, low, and lowest.

5 refers to the management of extracurricular activities of the highest level

4 refers to the management of extracurricular activities of the high level

3 refers to the management of extracurricular activities of the moderate level

2 refers to the management of extracurricular activities of the low level

1 refers to the management level of extracurricular activities of the lowest level

Compare the management and work experience of Xianyang Wenlin School in Shaanxi Province, People's Republic of China with the comprehensive situation of this guide.

## **Data analysis**

Data collection the study collects the information by sending the questionnaire to the University and receiving it in person, details are as follows:

- 1) Determine the integrity of the data management.
- 2) In the first part of the questionnaire, the personal general data of the respondents are presented in the form of a percentage and frequency.
- 3) In the second part of the questionnaire, percentage, mean and standard deviation are used for data analysis. Described the result table and find out the factors affecting the efficiency level through comparison.

The questionnaire is a rating scale from Likert concept of five point rating scale, the question total 40 questions, divided into 5 levels as highest, high, moderate, low, and lowest.

4.50-5.00 means sport activities management of administrators at the highest level

3.50-4.49 means sport activities management of administrators at the high level

2.50-3.49 means sport activities management of administrators at the moderate level

1.50-2.49 means sport activities management of administrators at the low level

1.00-1.49 means sport activities management of administrators at the lowest level

4) Compare: Comparison of transformational leadership of the administrators at Baicheng Normal College under extracurricular activities management of administrators in Xianyang Wenlin school under Shaanxi Province

## **Data analysis result**

**Table 4.1 General information of the samples (n = 176)**

| General Information          | Number | Percentage (%) |
|------------------------------|--------|----------------|
| <b>1. Educational Level</b>  |        |                |
| 1.1 Bachelor's degree        | 90     | 51.14          |
| 1.2 Higher Bachelor's degree | 86     | 48.86          |
| Total                        | 176    | 100.00         |
| <b>2. Work Experience</b>    |        |                |
| 2.1 < 10 years               | 92     | 52.27          |
| 2.2 ≥ 10 years               | 84     | 47.73          |
| Total                        | 176    | 100.00         |

From Table 4.1, it was found that the majority of the surveyed teachers in Xianyang Wenlin School under Shaanxi Province hold a basic Bachelor's degree, with 90 teachers accounting for 51.14%. In terms of work experience, 92 teachers have less than 10 years of experience, representing 52.27%, while 84 teachers have 10 years or more of experience, accounting for 47.73%.

**Table 4.2 Overall level of extracurricular-activities management (n = 176)**

| No | Dimension                    | $\bar{x}$ | SD   | Level |
|----|------------------------------|-----------|------|-------|
| 1  | Student-participation degree | 4.37      | 0.65 | High  |
| 2  | Management goal-orientation  | 4.28      | 0.70 | High  |
| 3  | Teacher-arrangement adequacy | 4.19      | 0.73 | High  |

|   |                                    |             |      |             |
|---|------------------------------------|-------------|------|-------------|
| 4 | Activity-content comprehensiveness | 4.30        | 0.68 | High        |
| 5 | Supervision mechanism              | 4.24        | 0.71 | High        |
| 6 | Self-evaluation                    | 4.35        | 0.69 | High        |
|   | <b>Overall</b>                     | <b>4.29</b> | 0.69 | <b>High</b> |

All six dimensions fall in the “high” interval (3.50 – 4.49). Student participation scored the highest, indicating that administrators prioritise broad student engagement in after-school programmes.

**Table 4.3 Student-participation degree (n = 176)**

| No. | Item   | $\bar{x}$ | SD   | Level |
|-----|--|-----------|------|-------|
| 1   | Administrators encourage club attendance       | 4.40      | 0.60 | High  |
| 2   | Flexible scheduling for learners               | 4.36      | 0.72 | High  |
| 3   | Recognition programmes for active participants | 4.48      | 0.66 | High  |
| 4   | Student voice considered in activity design    | 4.42      | 0.69 | High  |
| 5   | Availability of diverse entry points           | 4.31      | 0.77 | High  |
| 6   | Incentives for continuous attendance           | 4.28      | 0.71 | High  |
| 7   | Monitoring of attendance records               | 4.26      | 0.73 | High  |
| 8   | Feedback loops with class committees           | 4.43      | 0.63 | High  |

|    |                                    |             |      |             |
|----|------------------------------------|-------------|------|-------------|
| 9  | Peer-mentoring mechanisms          | 4.34        | 0.78 | High        |
| 10 | Public celebration of achievements | 4.39        | 0.67 | High        |
|    | <b>Total</b>                       | <b>4.37</b> | 0.65 | <b>High</b> |

From Table 4.3 it was found that the level of student-participation degree in extracurricular-activities management of administrators was overall at a high level (=4.37). Considering each individual item, all aspects were also rated at a high level. The highest mean score was observed in “Recognition programmes for active participants” (=4.48), followed by “Feedback loops with class committees” (=4.43), while “Monitoring of attendance records” showed the lowest mean score (=4.26)

**Table 4.4 Extracurricular-activities management by educational level (n = 176)**

| <b>Dimension</b>      | <b>Bachelor<br/>(n = 90) <math>\bar{x}</math></b> | <b>SD</b> | <b><math>\bar{x}</math></b> | <b>SD</b> | <b>t</b> | <b>Sig.</b> |
|-----------------------|---|-----------|-----------------------------|-----------|----------|-------------|
| Student participation | 4.40  | 0.62      | 4.34                        | 0.67      | 0.66     | .51         |
| Goalorientation       | 4.30  | 0.71      | 4.26                        | 0.69      | 0.35     | .73         |
| Teacher arrangement   | 4.21  | 0.75      | 4.17                        | 0.71      | 0.32     | .75         |
| Activity content      | 4.33  | 0.69      | 4.27                        | 0.66      | 0.53     | .60         |
| Supervision mechanism | 4.25  | 0.72      | 4.23                        | 0.71      | 0.17     | .86         |
| Self-evaluation       | 4.37  | 0.68      | 4.33                        | 0.70      | 0.34     | .74         |
| <b>Overall</b>        | <b>4.31</b>                                       | 0.69      | <b>4.27</b>                 | 0.68      | 0.37     | .71         |

From Table 4.4, it was found that there was no significant difference in the level of extracurricular-activities management between administrators with a Bachelor's degree and those with a Higher Bachelor's degree (Sig. > .05 in all dimensions). The overall mean scores were 4.31 for the Bachelor group and 4.27 for the Higher Bachelor group, both indicating a high level. Among all dimensions, "Student participation" had the highest mean in both groups. The smallest difference appeared in "Supervision mechanism," and none of the dimensions showed statistical significance.

**Table 4.5 Extracurricular-activities management by work experience (n = 176)**

| <b>Dimension</b>      | <b>&lt; 10 yrs (n = 92) <math>\bar{x}</math></b> | <b>SD</b>   | <b><math>\geq 10</math> yrs (n = 84) <math>\bar{x}</math></b> | <b>SD</b>   | <b>t</b>    | <b>Sig.</b> |
|-----------------------|--|-------------|---|-------------|-------------|-------------|
| Student participation | 4.39   | 0.64        | 4.35  | 0.66        | 0.38        | .70         |
| Goal-orientation      | 4.29   | 0.72        | 4.27  | 0.68        | 0.16        | .87         |
| Teacher arrangement   | 4.22   | 0.74        | 4.16  | 0.72        | 0.48        | .63         |
| Activity content      | 4.32   | 0.67        | 4.27  | 0.69        | 0.47        | .64         |
| Supervision mechanism | 4.26   | 0.73        | 4.21  | 0.69        | 0.43        | .67         |
| Self-evaluation       | 4.36   | 0.67        | 4.34  | 0.70        | 0.18        | .86         |
| <b>Overall</b>        | <b>4.31</b>                                      | <b>0.70</b> | <b>4.27</b>   | <b>0.68</b> | <b>0.35</b> | <b>.73</b>  |

From Table 4.5, it was found that there was no significant difference in the level of extracurricular-activities management between administrators with less than 10 years of work experience and those with 10 years or more (Sig. > .05 in all dimensions). The overall mean scores were 4.31 for the <10 years group and 4.27 for the  $\geq 10$  years group, both indicating a high level of management. Among all dimensions, "Student participation" had the highest mean in both groups, while the differences across other dimensions were minimal and statistically insignificant.

## **Discussion**

Based on the research objectives, the discussion will be presented as follows:

### **1. Discussion about major findings of objective 1**

During the development of extracurricular activities, students' active participation is the key factor determining the effectiveness of the activities. The research finds that Wenlin School has taken a variety of positive and effective measures to improve student participation. The school has established commendation mechanisms such as "excellent club members" and "student of the month" to publicly commend and reward students who perform outstandingly in extracurricular activities, thereby stimulating students' enthusiasm and sense of honor. At the same time, the school also allows students to independently decide which clubs to establish through "interest voting", fully respecting students' interests and wishes, and enabling students to have a stronger sense of participation and belonging in extracurricular activities. In addition, the school attaches great importance to cooperation with student organizations (such as the student union and class committees), regularly collects students' opinions and suggestions on extracurricular activities, and timely adjusts the activity direction and content, making extracurricular activities a real platform for students' self-expression and growth.

However, despite the certain achievements made by the school in the construction of student participation mechanisms, there are still some problems. A small number of students are still in a state of "passive participation", and in some classes, there are

phenomena such as irregular attendance and formalistic activities. This indicates that the school still needs to formulate more precise strategies to mobilize the enthusiasm of "marginalized students." For example, individual incentive methods can be adopted to develop personalized incentive plans according to the characteristics and needs of different students; or tutors can be arranged to provide one-on-one guidance and help to students, so as to improve the overall participation rate.

1) Clear goal orientation but lack of dynamic adjustment mechanisms

When carrying out extracurricular activities, Wenlin School has clear and distinct educational goals, not only paying attention to the expansion of students' interests but also focusing on the improvement of students' core qualities. When designing science and technology club activities, the school takes the cultivation of students' problem-solving ability and teamwork spirit as important goals; in art club activities, it focuses on enhancing students' aesthetic ability and artistic expression. However, in the actual implementation process, some activities have a tendency of "goal display", that is, although the activity goals are reasonably set, there is a lack of strict supervision and management during the implementation process, and the activity content and progress are not adjusted in a timely manner according to students' feedback. This management loophole of "setting goals without evaluation and evaluating without adjustment" has affected the effectiveness of some activities to a certain extent, making it difficult to fully achieve the activity goals.

2) Uneven allocation of teaching human resources, and the incentive mechanism needs to be strengthened

The smooth development of extracurricular activities largely depends on teachers' active cooperation and in-depth participation. Although Wenlin School has set a certain class hour subsidy for teachers participating in extracurricular activities, the survey results show that many teachers believe that the current subsidy does not match the time and energy they actually invest. Due to heavy daily teaching pressure, and some teachers also having heavy family burdens, they hold a wait-and-see or negative attitude

towards participating in extracurricular activities, resulting in a situation of "a few people are busy while most people watch."

In addition, the school's current assessment and evaluation system for teachers' participation in extracurricular activities is still 不完善, lacking long-term and effective incentive mechanisms. Activity achievements have not been fully incorporated into important systems such as teachers' excellent evaluation and professional title promotion, which limits teachers' enthusiasm for participating in extracurricular activities. When teachers participate in extracurricular activities, they invest a lot of time and energy in planning, organizing, and guiding, but these efforts have not received corresponding recognition and rewards, which undoubtedly affects teachers' enthusiasm and initiative in participating in extracurricular activities.

3) Similar activity content, and students' diversified needs have not been fully met Although Wenlin School carries out a wide variety of extracurricular activities, some activities still have a serious problem of "homogenization." Many classes set up similar painting or calligraphy activities, while the in-depth exploration of students' personalized needs is insufficient. With the development of the times and the growth of individual students, some students show a strong interest in fields with special interests or specialties such as robot programming and traditional culture research. However, the existing activity system cannot fully cover the development paths of these students, which restricts the expansion of students' diverse potential to a certain extent. Students' interests and specialties are diverse. If the school's extracurricular activities cannot meet their personalized needs, it will be difficult to fully stimulate students' potential and is not conducive to cultivating innovative and unique talents.

4) Lack of home-school collaboration, making it difficult to form a closed loop The effective development of extracurricular activities is inseparable from the close cooperation of the three parties: family, school, and society. Currently, although Wenlin School has a parent committee platform, in the actual operation process, most parents only participate in extracurricular activities as "pick-up and drop-off personnel," with

a low participation rate in key links such as activity design and feedback evaluation. Some parents even misunderstand extracurricular activities as "after-school care," lacking an understanding of their educational functions and unable to reach a common value consensus with the school. At the same time, the communication channels between home and school are relatively single, mostly relying on WeChat groups or public announcements, lacking in-depth face-to-face communication and discussion of cooperation plans, which greatly affects the comprehensive effectiveness of extracurricular activities. The family is an important environment for students' growth, and parents' participation and support are crucial for the smooth development of extracurricular activities. Only when home and school form a joint force can students' all-round development be better promoted.

### **Discussion about major findings of objective 2**

Through the systematic analysis of the extracurricular activity management situation of Wenlin School, we can summarize the current key problems and their causes.

#### 1) Lack of systematic activity design

During the activity design process, the school fails to fully and systematically consider important factors such as grade characteristics, students' interests, and development stages, lacking structural planning and clear goal chains. When arranging extracurricular activities, they are not reasonably designed according to the cognitive levels and physical and mental development characteristics of students in different grades, resulting in some activities being out of touch with students' actual needs and limited activity effectiveness. This lack of systematic activity design not only wastes educational resources but also makes it difficult to achieve the due educational value of extracurricular activities.

#### 2) Insufficient teacher incentives

The school lacks targeted incentive measures, fails to closely link activity achievements with teachers' performance, and does not provide enough professional growth platforms for teachers. Under the current management mechanism, the efforts and rewards of teachers participating in extracurricular activities are not proportional, resulting in limited investment of some teachers in extracurricular activities. Teachers are the organizers and guides of extracurricular activities, and their enthusiasm and initiative directly affect the quality and effect of the activities. If an effective incentive mechanism cannot be established, it will be difficult to fully mobilize teachers' enthusiasm, and it is also not conducive to improving the overall level of extracurricular activities.

### 3) Imperfect evaluation system

Currently, the school's evaluation of extracurricular activities mainly relies on teachers' subjective evaluations, lacking standardized indicators and scientific evaluation tools, such as student growth files. This single evaluation method makes it difficult to quantitatively analyze activity achievements and cannot accurately reflect the actual effects of activities and students' growth situations. A perfect evaluation system is an important means to ensure the quality of extracurricular activities. Only by establishing a scientific and reasonable evaluation system can problems be discovered in a timely manner, experiences be summarized, and a basis be provided for improving extracurricular activities.

### 4) Low parental participation rate

Parents' educational concepts are slow to update, they have insufficient understanding of the educational value of extracurricular activities, and lack the enthusiasm and sense of responsibility to participate in extracurricular activities. Under the influence of traditional educational concepts, some parents pay too much attention to students' academic performance and ignore the importance of extracurricular activities for students' all-round development. At the same time, there is a lack of effective communication and guidance between the school and parents, making it

difficult for parents to have an in-depth understanding of extracurricular activities and thus difficult to actively participate in them. To increase parental participation, the school needs to strengthen communication and cooperation with parents, update parents' educational concepts, and let parents recognize the important role of extracurricular activities in students' growth process.

### **Recommendations of research**

The school should fully consider factors such as students' age, gender, interests, and abilities, and set activity types at different levels. For students in grades one to three, due to their young age, limited cognitive level, and practical ability, experience-based activities such as games, art, and handicrafts should be the main focus. Through vivid and interesting activity forms, students' learning interests and creativity can be stimulated; for students in grades four to six, on the basis of having certain basic knowledge and abilities, activities such as logical thinking, science and technology production, and social ability development can be added to cultivate students' thinking ability and practical ability; for students in grades seven to nine, who face the pressure of further education and thinking about future career planning, characteristic projects such as career awareness, social practice, and academic exploration should be emphasized to help students understand social needs and clarify their own development directions.

In addition, the school should also encourage the development of cross-grade interaction projects, such as "elder-student helps younger-student" assistance activities and joint theme festival displays. Through cross-grade activities, students of different grades can communicate, learn from, and help each other, forming synergy and mutual assistance among grades and enhancing students' teamwork awareness and social interaction ability.

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