

**Kiely, Marie, 2014, *An Investigation into Teachers' Perceptions of Extra-curricular Activities in Irish Post-Primary Schools.***

### **ABSTRACT OF DISSERTATION**

This research will critically discuss and present an analysis of the literature on teachers' perceptions of extra-curricular activities in Irish post-primary schools.

The objectives of this study are to explore the advantages and disadvantages of extra-curricular activities for participating pupils, to discover factors, which encourage teachers' participation in extra-curricular activities and investigate factors which act as obstacles to their provision of extra-curricular activities. This area of extra-curricular activities is an area of huge interest to the writer. Teachers' perceptions of extra-curricular activities are largely overlooked in Irish literature and the writer felt it is an area which merited further investigation and could have a positive effect on the extra-curricular programme within participating schools.

Factors, which motivate teachers' provision of extra-curricular activities, were explored during this research. Such motivating factors include developing relationships with students outside the classroom environment, career advancement, enjoyment, having a genuine interest in the area and teachers' own educational experience. The concept of teachers being obliged and compelled to carry out extra-curricular activities was also addressed in this dissertation.

Literature and research conducted suggests that lack of pecuniary reward, domestic commitment of teachers, increased responsibility, the time consuming nature of extra-curricular activities, the heavy curricular workload of teachers and professional inexperience are factors, which act as barriers to teachers' facilitation of extra-curricular activities.

The research also explores the implications of teachers' participation in extra-curricular activities, including increased pressure, anxiety and responsibility. The research questions the effect of providing extra-curricular activities on a teacher's curricular workload and personal life and leisure time.

The researcher conducted a comprehensive and thorough review of the literature relating to teachers' perceptions of extra-curricular activities. The researcher carried out in-depth investigation into teachers' perceptions of extra-curricular activities in Irish post-primary schools by interviewing relevant personnel within participating schools and by administering a questionnaire to teachers with participating schools. On completion of the above task, the writer drew conclusions and made recommendations in the final chapter.

