

# DESIGNING FEASIBLE EXTRA-CURRICULAR PROGRAMMES IN UNEQUAL COMMUNITIES



A PRELIMINARY STUDY USING A MIXED-METHODS APPROACH

## AUTHORS

O. Adefemi, B. Chambers, R. Galbraith, M. Zhu

## SUPERVISOR

T. Manchanda

## CONTACT

melinda.zhu@st-hildas.ox.ac.uk

## INTRODUCTION

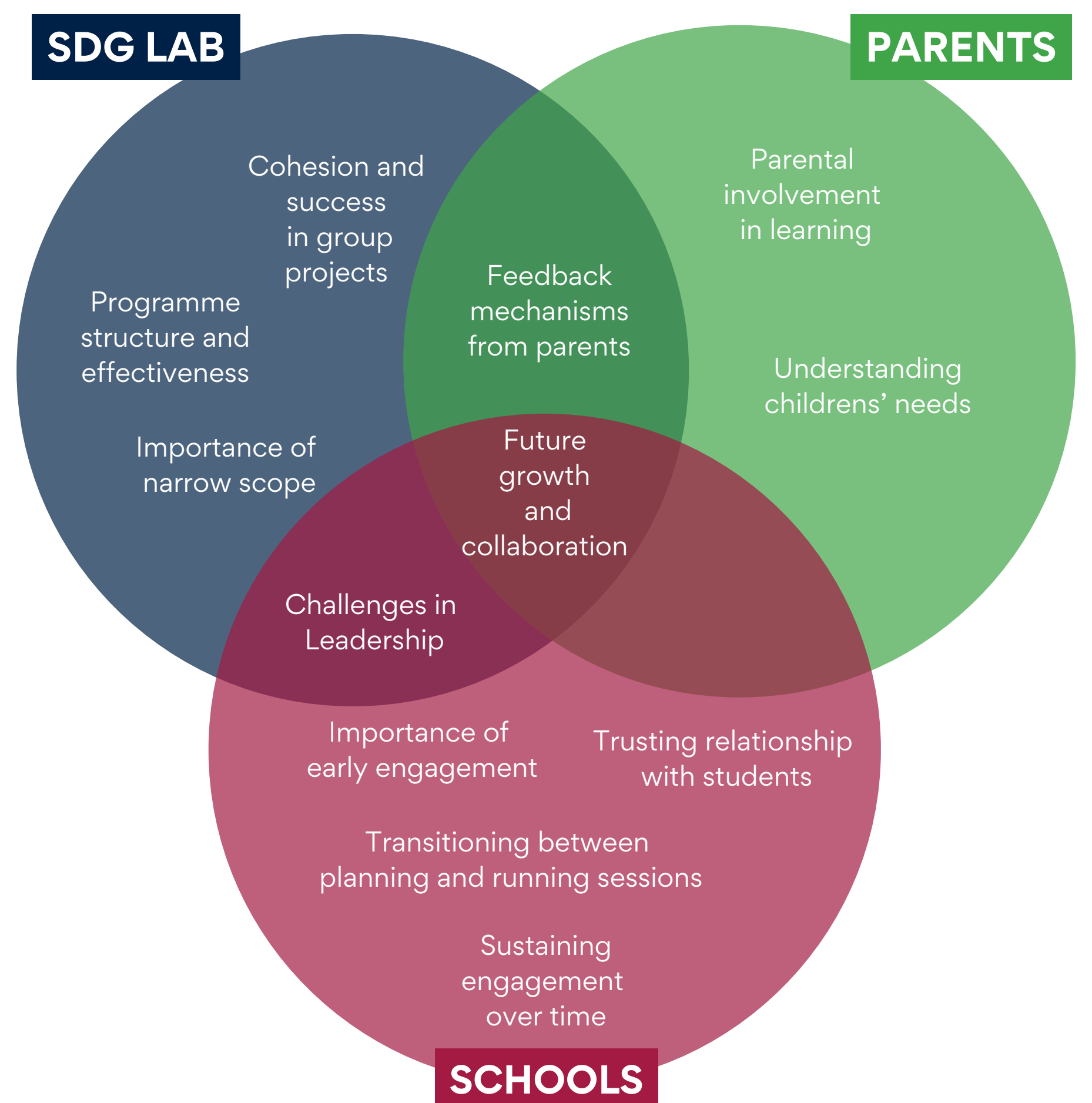
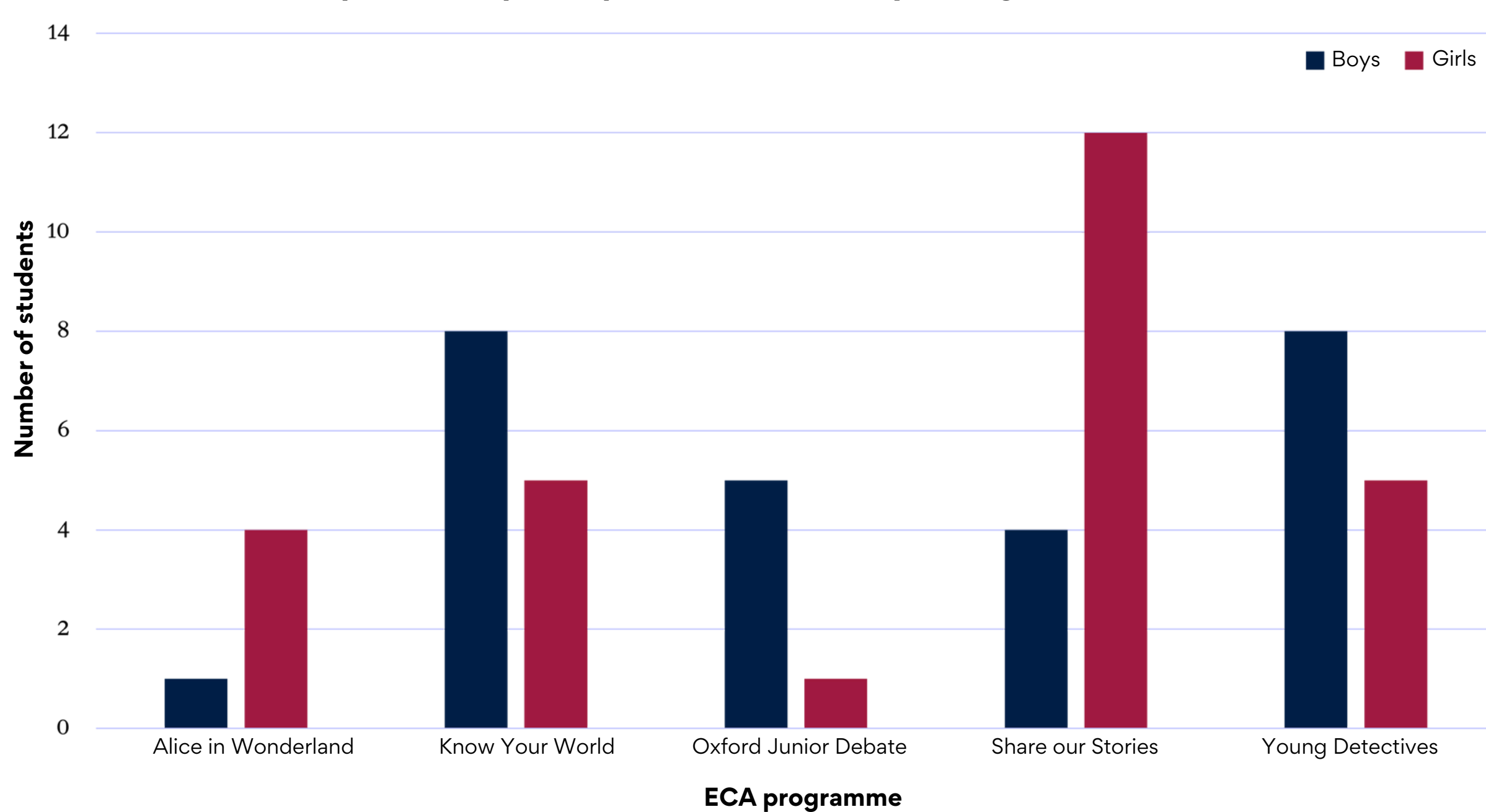
Previous research indicates that extracurricular activities (ECAs) can enhance students' educational and social outcomes. This pilot study in East Oxford, part of a city with significant socioeconomic disparities, explores research design for ECAs to improve these outcomes. It addresses gaps in the literature by examining the benefits of ECAs, participation patterns, and frameworks for analysis. Using a mixed-methods approach, we combine thematic analysis of primary data with socioeconomic data from secondary sources. Our findings reveal gendered participation patterns and identify critical factors for the long-term feasibility of ECAs, offering insights for future interventions in Oxford and similar areas.

## METHODOLOGY

This study combined qualitative data from observations, surveys, and interviews with quantitative data from secondary sources, such as census data. Oxford Laidlaw Scholars designed and delivered interventions targeting Year 5 and 6 students in three primary schools and Year 9 students in one secondary school. Laidlaw Scholars recorded observational data in logbooks, distributed surveys to parents to evaluate the programme's feasibility, and conducted semi-structured interviews with school staff and stakeholders to gather insights into logistical challenges and benefits. We then performed an inductive thematic analysis on this data using NVivo and manual processing.

## QUANTITATIVE AND QUALITATIVE ANALYSIS

Comparison of participation between boys and girls across ECAs



## CONCLUSION/DISCUSSION

- Significant gender imbalances were found in three of five ECA programmes; this should inform future programme design for diversity and participation.
- The study's success relied on schools with existing frameworks for ECA oversight, highlighting the need for capacity in such schools.
- Key benefits cited by schools included external ECA leaders; however, concerns about funding and time were raised when school staff were invited to deliver ECAs.

## LONGITUDINAL STUDY PLAN

