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School Infrastructure and Talent Development of High Schools Students in USA

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Abstract

The development of children's talents can be significant in their lifetime. The early nurturing of talents enables a child to develop essential skills that can be useful to be embraced in the future. Against this background, the study sought to examine the effect of school infrastructure on the development of student's talents in the USA. The study was literature based. The study discovered that good school infrastructure positively influences students' talents. Good infrastructure improves the students' studies and ensures they are safe, healthy, and comfortable in school. The school infrastructure, such as fields, music rooms, and theater rooms, helps the students participate in different activities, which helps develop the learner physically, socially, mentally and emotionally. The location and availability of adequate playing fields and necessary equipment are necessary for talent development. Students who engage in extra-curricular activities manage to develop many essential traits that are key to their future life. The study concluded that school infrastructure contributes positively to developing students' talents in schools in the USA. Teachers' role in developing extra-curricular talents among students in secondary schools in the USA is significant. The parental role is essential in students' development in extra-curricular activities since the parental motivation for extra-curricular activities leads to increased student participation. The study recommended that education stakeholders develop school infrastructure to tap and nurture students' talents. The government and other stakeholders should increase school funding and allocate an adequate amount to every extra-curricular activity in the learning institutions. The teachers, guardians and education officers should come together and put the relevant infrastructure in place to motivate students to participate in extra-curricular activities. The government should train extra-curricular teachers to ensure learners get the best training and career guidance. Guardians should be optimistic about extra-curricular activities in learning institutions and motivate their kids to engage in them because some can make a career out of them.

Keywords: *School infrastructure, talent development, students, USA*

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1.0 Background of the Study

Personality traits such as intrinsic interest, dedication, perseverance and curiosity are considered the engine that could bring the talent to fruition. Furthermore, hard work and a stimulating environment are essential factors in developing talent (Chaidi & Drigas, 2022). The development of children's talents can be significant in their lifetime. The early nurturing of talents enables a child to develop essential skills that can be useful to be embraced in the future. Talent advancement largely depends on the person or institution bringing out that talent. Satisfaction within the school environmental conditions like lighting, heating, ventilation, indoor air quality, acoustics or noise regulation, and physical security of structures improve learners' morale in learning and talent development.

Barrett, Treves, Shmis and Ambasz (2019) noted that good school infrastructure positively influences students' talents, makes sure that students improve their studies and ensures that they are safe, healthy, and comfortable. Education is the cornerstone for the development of each country (Orr & Usher, 2018). Current education targets the wholesome development of the learner. All-rounded development is the main target of education (Madani, 2019). Nowadays, when a student goes to school, the school should assist them in realizing their total personality. In order to meet these targets, many educative activities should be included in the school programs to contribute to the student's long, happy, and everyday life. The educative activities should involve formal knowledge to assist the student in developing intellectually and mentally and bring in many other activities for the student's social, physical and spiritual growth (Chaidi & Drigas, 2022).

Yildiz and Bozpolat (2021) argued that extracurricular activities are a collection of activities associated with the school program that helps bring out the rounded development of the learners, other than subjects for examination. Students currently require knowledge, skill and personality. The school should provide these three requisites. Buckley and Lee (2021) also reported that students who engaged in extracurricular activities managed to develop many essential traits that are key to their future life and it is supposed to be regarded like any other curricular program. Extracurricular activities are those other tasks undertaken by learners' clubs or groups and recognized by the school management (Winstone, Balloo, Gravett, Jacobs & Keen, 2022). Extracurricular activities are direct and individual services for learners in school for their enjoyment during free time and they are regulated and operated with the supervision of a teacher or approved staff. Munir and Zaheer (2021) noted that the following features characterize extracurricular activities; they are not offered for school credit or needed for graduation; they are primarily performed after school hours, or in some instances, during school hours and within the agreed period by the participants and approved by school management; the content of the activities is determined mainly by the learner who is participating and under the guidance.

The offering of extracurricular programs in most developed countries has been regarded as the most crucial strategy for learners' psychological and intellectual growth (Siddiky, 2019). These programs have been recognized as an essential part of their learning process. Education is regarded everywhere as creating a sound mind in a sound body. So learners require techniques and ways to show their talents and have a broader knowledge of how to apply them in society (Oberle, Ji, Guhn, Schonert-Reichl & Gadermann, 2019). The school administration and effective management of

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resources is a priority in the education policy agenda worldwide. Most nations worldwide have realized the advantages of extra-curriculum, which has led to them reviewing their education system to ensure early identification of students' talents (Yu & Wang, 2022). It is also interesting to see how almost all governments have acted toward developing students' non-academic talents in their education sector.

Bosman and Fernhaber (2018) reported that extracurricular activities give a platform for applying what was learned in the classroom by allowing learners to apply academic skills in the real-world context, which is considered part of a well-rounded education. Engaging in extracurricular activities included better grades, higher standardized test scores and higher educational achievement, attending school regularly, and having high self-esteem. Extracurricular activities are of great importance in the educational sector for the all-rounded development of students and motivate them to learn and make their studies enjoyable (Kumpoh, Sulaiman & Le Ha, 2021). Schools educate learners to attain their full potential by participating in extracurricular activities, which is a good experience for many. It assists in developing learners' academic and fine arts to improve skills without credit towards graduation. Some schools even make reasonable accommodations for learners who are disabled to participate in extracurricular activities. Against this background, the study sought to examine the effect of school infrastructure on the development of students' talents in Ohio State, USA.

2.0 Literature Review

Behtoui (2019) conducted research to examine the effect of infrastructural facilities, teachers' roles and parental engagement on the development of learners' talents in extracurricular activities in secondary schools in England. A descriptive survey design was used in the study to explore how different factors affected the nurturing of talents among learners in secondary schools in England. Learners' responses were contrasted against teachers' and principals' responses to test the hypotheses in the study. Two hundred learners from 10 learning institutions in the state and 20 extracurricular teachers were sampled as the participants. Data was gathered using questionnaires from the six different types of participants. The data analysis consisted of both qualitative and quantitative techniques. The results revealed that 75% of learners noted that funding for extracurricular activities was poor, influencing their participation in games and sports. 69% of learners felt that their institutions did not have enough extracurricular infrastructural facilities. 80% of learners indicated no positive parental involvement in extracurricular activities. The study recommended that each extracurricular activity should be appropriately financed to make sure that all learners have the chance to participate; The curriculum for teacher training ought to involve professionalism in extracurricular activities; Guardians should also be enlightened to identify, nurture and develop their kid's extracurricular talents; career guidance on extracurricular activities to talented and gifted learner ought to be provided regularly in the learning institution. There should be nurturing of kids' talents from early years, primary, secondary and tertiary institutions of higher learning and there should be a transition of talented students from learning institutions to professional, extracurricular clubs.

Gil-Flores, Rodríguez-Santero and Torres-Gordillo (2017) performed research to investigate the effect of school infrastructure on talent development among high school students in Italy. The

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research used descriptive surveys and correlational research designs. The target population consisted of 40 High school teachers, 30 heads of the department concerned with extracurricular activities and 500 learners. Purposive sampling was utilized to choose 15 teachers and 15 heads of the department concerned with extracurricular activities, while simple random sampling was utilized to choose 250 learners. Data was gathered via questionnaires and interviews. Quantitative data was evaluated using descriptive and inferential statistics like the means, frequencies, percentages and Pearson correlation(r). The qualitative data was organized as per the themes as they emerged. The results indicated a strong positive correlation coefficient between school infrastructure and talent development among high school learners of $r=0.785$. The results concluded that the number, state and size of school infrastructure positively impacted talent development. The research suggested that education stakeholders should develop good infrastructure to tap and train learners' talents and the required document governing the required infrastructure in a school should be reviewed. Most nations from the entire world have realized the advantages of extra-curriculum, which has led to them reviewing their education system to ensure early identification of students' talents. Schools educate learners to attain their full potential by participating in extra-curricular activities, which is a good experience for many. The nurturing of students' talents is from early years, primary, secondary and tertiary institutions of higher learning.

Flôres, Rodrigues, Copetti, Lopes and Cordovil (2019) researched to evaluate the influence of school infrastructure in developing students' talents in Lisbon, Portugal. The research was guided by the following hypotheses: There is no association between school infrastructure in using the set resources and the promotion of students' talents in Lisbon; there is no association between school infrastructure and the promotion of learners' talents in Lisbon; and there is no association between school infrastructure in motivating teachers and students' participation in creative arts in Lisbon. A cross-sectional study design was utilized, while a quantitative research method was employed. The target population included 25 principals from 25 secondary schools in the state. A simple random sampling method was used to arrive at a sample of 8 principals who were given questionnaires to react to items on the three main variables of the study. Data gathered through interviews was evaluated using the focus question analysis technique. The research indicated that the development of learners' talents was being affected by the inadequate allocation of resources to non-academic activities, supervision and motivation in extracurricular activities motivates learners to improve in their academic performance and that secondary school learners in Lisbon, Portugal, rarely develop talents to their fullest. The research suggested that secondary school education policymakers, ministry of education officials, principals and teachers give the development of learners' talents as much emphasis as the development of academic talents.

A study by Heath, Anderson, Turner and Payne (2022) explores the management and provision of extracurricular activities in Illinois State secondary schools. The literature noted that bringing extracurriculars in secondary schools is challenging because of limited or no physical infrastructure, negatively affecting extracurricular activities. An empirical exploration using a qualitative research design was performed at four study areas conveniently chosen. Through individual and focus-group interviews, it was noted that extracurricular activities in secondary schools are hindered by few and poor facilities, poor human resource capacity, an over-emphasis on curricular activities and a lack of enough funds. Due to the importance of holistic development

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of the learner to be all-rounded as an adult, it is suggested that all school stakeholders be included in providing viable extracurricular activities. Stakeholders should involve the teaching corps, guardians, the local municipality and the ministry of education.

Nurabadi, Bafadal, Priyatni and Gunawan (2020) researched to determine the association between school infrastructures and building students' talents in Sweden Senior High School. The research sought to examine how school facilities help build students' talents. A descriptive survey research design was adopted where a sample of 10 learners, five teachers and two head teachers and four assistant head teachers were chosen for the research. The data was gathered using questionnaires for the learners and teachers and interview guides for teachers and head teachers. Lastly, an observational guide was utilized by the researcher. The research utilized descriptive statistics to evaluate the data. The data analysis revealed that educational facilities' quality and educational adequacy were substantially related to building students' talents. According to these results, it was suggested that the ministry of education ought to provide enough funding for school infrastructure. These will ensure effectiveness in terms of obtaining facilities flexibly and responding to institutions' needs quickly. Additionally, to handle school facilities effectively, school heads and teachers should be proactive, like exhibiting a maintenance culture.

Jose, Rajan and Wilson (2020) reported that the number of research performed by Brazilian and foreign professionals regarding the effect of infrastructural facilities available in an institution on nurturing the student's talents presents a mixed bag. While AICTE puts additional focus on the availability of critical physical infrastructural facilities in tertiary education institutions and secondary schools for effective delivery of teaching-learning processes, it is simply evident that as a result of specific apparent reasons, most secondary schools lacked even the bare minimum physical infrastructural facilities thus negatively influencing the nurturing the student's talents. The current research aimed to evaluate the effect of infrastructural facilities on nurturing the talents of graduates of chosen tertiary institutions. The primary and secondary research data evaluation indicated a positive correlation between these variables. Thus, the results strongly support the necessity of having all the prescribed physical infrastructural facilities on the campuses of the tertiary institutions in place for more effective and efficient delivery of knowledge, which is a prerequisite in our knowledge-based economy. Furthermore, the research has recommended strategies for optimal utilization of the available facilities for the larger good of society. The curriculum for teacher training involves professionalism in extra-curricular activities. Guardians also are enlightened to identify, nurture and develop their kid's extra-curricular talents. Career guidance on extra-curricular activities for talented and gifted learners should be provided regularly in the learning institution.

Siddiky (2019) notes that school infrastructure contributes positively to developing students' talents in schools. The parental role is essential in students' development in extra-curricular activities since the parental motivation for extra-curricular activities leads to increased students' participation in these activities in and outside the schools. The curriculum for teacher training involves professionalism in extra-curricular activities. Guardians also are enlightened to identify, nurture and develop their kid's extra-curricular talents. Career guidance on extra-curricular activities for talented and gifted learners should be provided regularly in the learning institution. The study recommends that education stakeholders develop school infrastructure to tap and train

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students' talents. The legal document governing the necessary infrastructure in a school should be revised. Students' participation in extra-curricular activities needs funding, enabling the institution to participate in competitions where talents can be spotted and nurtured. The government and other stakeholders should increase school funding and allocate an adequate amount to every extra-curricular activity in the learning institutions. This will make sure that facilities required by students to participate are made available to enhance their participation and consequently develop students' talents. The teachers, guardians and education officers should come together and put the relevant infrastructure in place to motivate students to participate in extra-curricular activities and this will make sure that all talents are tapped and students directed to make informed career paths. The government should train extra-curricular teachers to ensure learners get the best training and career guidance. Guardians should be optimistic about extra-curricular activities in learning institutions and motivate their kids to engage in them because some can make a career out of them. They ought to shun the common perspective that they can only do well in life if they only perform well in school.

Coolican, Borrás and Strong (2020) performed research to evaluate the perception of teachers and learners towards the state of extracurricular activities in secondary and preparatory schools in Argentina. The research used a cross-sectional descriptive survey design. The research respondents were 200 teachers and 250 learners chosen using a simple random sampling method from the ten secondary and preparatory schools. The research utilized quantitative data gathered through questionnaires from the chosen teachers and learners and qualitative data, Semi-structured interviews were conducted with ten principals and eight vice principals purposefully chosen from the selected schools. Elements associated with academic performance, learners' skill development, learners' good personality development, and learners' future careers were utilized to gauge the perception of teachers and learners towards the state of extracurricular activities. Furthermore, factors influencing the perception of teachers and students were also evaluated. Descriptive statistics were used to evaluate the gathered data through SPSS ver. 20 while the qualitative data was analyzed utilizing a content analysis strategy. The research findings indicated that teachers and learners positively perceive extracurricular activities. As such, the activities noted in the schools did not reflect a positive perception of the state of extracurricular activities among teachers and learners of the research region. This can result from influential aspects like inadequate knowledge, poorly trained teachers, and lack of initiation were discovered as the primary elements affecting teachers and learners negatively. Significant disparities were noted between teachers' and learners' perceptions of extracurricular activities. Hence, the research suggests that school administrators, educational professionals and other stakeholders emphasize extracurricular activities to improve teachers' cooperativeness and learners' wellbeing.

3.0 Research Findings

The study discovered that good school infrastructure positively influences students' talents. The good infrastructure improves the students' studies and also ensures that they are safe, healthy, and comfortable in school. The school infrastructure, such as fields, music rooms, and theater rooms, among others, helps the students participate in different activities, which helps develop the learner physically, socially, mentally and emotionally. The location and availability of adequate playing fields and necessary equipment are necessary for talent development. Students who engage in

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extra-curricular activities manage to develop many essential traits that are key to their future life. Extra-curricular activities are individual services of learners in school for their enjoyment during free time and they are regulated and operated with the supervision of a teacher or approved staff. Most nations from the entire world have realized the advantages of extra-curriculum, which has led to them reviewing their education system to ensure early identification of students' talents. Schools educate learners to attain their full potential by participating in extra-curricular activities, which is a good experience for many. The nurturing of students' talents is from early years, primary, secondary and tertiary institutions of higher learning.

4.0 Conclusion

School infrastructure contributes positively to developing students' talents in schools in the USA. School facilities are essential in the development of learners' talents in schools. Teachers' role in developing extra-curricular talents among students in secondary schools in the USA is significant. The parental role is essential in students' development in extra-curricular activities since the parental motivation for extra-curricular activities leads to increased students' participation in these activities in and outside the schools. The curriculum for teacher training involves professionalism in extra-curricular activities. Guardians also are enlightened to identify, nurture and develop their kid's extra-curricular talents. Career guidance on extra-curricular activities for talented and gifted learners should be provided regularly in the learning institution.

5.0 Recommendations

The study recommends that education stakeholders develop school infrastructure to tap and train students' talents. The legal document governing the necessary infrastructure in a school should be revised. Students' participation in extra-curricular activities needs funding, enabling the institution to participate in competitions where talents can be spotted and nurtured. The government and other stakeholders should increase school funding and allocate an adequate amount to every extra-curricular activity in the learning institutions. This will make sure that facilities required by students to participate are made available to enhance their participation and consequently develop students' talents. The teachers, guardians and education officers should come together and put the relevant infrastructure in place to motivate students to participate in extra-curricular activities and this will make sure that all talents are tapped and students directed to make informed career paths. The government should train extra-curricular teachers to ensure learners get the best training and career guidance. Guardians should be optimistic about extra-curricular activities in learning institutions and motivate their kids to engage in them because some can make a career out of them. They ought to shun the common perspective that they can only do well in life if they only perform well in school.

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