

FSD2391

**Tampere Afternoon Activity Project:
School Staff 2007**

Codebook



FINNISH SOCIAL SCIENCE DATA ARCHIVE

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Finnish Social Science Data Archive
FIN-33014 University of Tampere

FSD User Services:
asiakaspalvelu.fsd@uta.fi
+358 40 190 1442

Aila Data Service Portal:
<https://services.fsd.uta.fi/>

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To the reader

This codebook is part of the data FSD2391 archived at the FSD (Finnish Social Science Data Archive). The dataset has been described in as much detail as possible in Finnish and English. Variable frequencies, variable and value labels, and missing values have been checked. If necessary, the data have been anonymised. The data and its creators shall be cited in all publications and presentations for which the data have been used. The bibliographic citation may be in the form suggested by the archive or in the form required by the publication. The bibliographic citation suggested by the archive:

Häikiö, Liisa (City of Tampere) & Vänninmaja, Paula (City of Tampere): Tampere Afternoon Activity Project: School Staff 2007 [dataset]. Version 2.0 (2019-01-11). Finnish Social Science Data Archive [distributor]. <http://urn.fi/urn:nbn:fi:fsd:T-FSD2391>

The user shall notify the archive of all publications where she or he has used the data. The original data creators and the archive bear no responsibility for any results or interpretations arising from the reuse of the data.

The codebook contains information on data content, structure and data collection, and includes a list of publications wholly or in part based on the data, according to publication information received by the FSD. The second part of the codebook contains information on variables: question texts, response options, and frequencies. The third part contains indexes.

Variable distributions presented in this codebook have been generated from the SPSS files. Distribution tables present variable values, frequencies (n), frequency percentages (%), and valid percentages (v. %) which take into account missing data. All distributions are unweighted. If the data contain weight variables, these will be found at the end of the variables list. In some cases frequency distributions have been substituted by descriptive statistics. Categorised responses to open-ended questions are not always included in the codebook. Distributions may contain missing data. The note "System missing (SYSMIS)" refers to missing observations (e.g. a respondent has not answered all questions) whereas "Missing (User missing)" refers to data the user has defined as missing. For example, the user may decide to code answer alternatives 'don't want to say' or 'can't say' as missing data.

The codebook may contain attached files, the most common one being the questionnaire.

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Chapter 1

Study description

1.1 Titles

Titles and data version: Tampere Afternoon Activity Project: School Staff 2007

Titles and data version in Finnish: Tampereen Harrastava iltapäivä: koulun henkilökunta 2007

This codebook has been generated from the version 2.0 (11.1.2019) of the data.

1.2 Subject description

Authoring entity

Häikiö, Liisa (City of Tampere. Development Unit for Welfare Services)

Vänninmaja, Paula (City of Tampere. Development Unit for Welfare Services)

Siponen, Katri

Armila, Juuso

Arvaja, Maija

Hakkarainen, Tyyne

Neuvonen, Laura

Nieminen, Annika

Ovaskainen, Susanna

Paavola, Sanna

Pääkkönen, Taru

Seppänen, Katri

Siekkinen, Essi

Sihvonen, Eeva

Simonen, Riina

Säkkinen, Susa

Viitala, Riikka

Ylinen, Minna

Copyright statement for the data

According to the agreement between FSD and the depositor.

Depositor

Juusenaho, Riitta (City of Tampere. Central Administration)

Date of deposit

24.10.2008

Keywords

bullying; children; clubs; cooperation; educational environment; educational personnel; extracurricular activities; hobbies; organizations; physical activities; schools; social exclusion

Topic Classification

Fields of Science Classification: social sciences

CESSDA Classification: compulsory and pre-school education; leisure, tourism and sport; social welfare policy

Series description

The data belong to the series:

Individual datasets

Individual datasets that do not belong to any series.

Abstract

In the Tampere Afternoon Activity project (Harrastava Iltapäivä) initiated in 2007, the city of Tampere organized voluntary afternoon club activities for pupils from the third grade to the ninth. The activities were organized in co-operation with various organizations, clubs, and churches. In this mid-evaluation, the realization of the goals and practices of the project during the first phase of activity was assessed. The assessment of the project was carried out from the viewpoints of children, parents, school staff, and club leaders.

The school staff's opinions were queried on the club activity, and the snack provided by the school. They assessed the successfulness of the club activity, and the effect it has had on absences from school, school motivation, and community spirit. In addition, they gave their opinions on the characteristics of a good club leader and assessed co-operation with club leaders.

The teachers who had worked as club leaders answered various questions, for instance on their motives for working as club leaders, support received from various bodies, and co-operation between different actors. Views on the functioning of co-operation and information exchange between various bodies, such as school, home and clubs were also probed. Finally, the respondents were asked what kind of wishes and development ideas they had as regards the project. The data were collected through an online survey in November 2007.

Background variables included the respondent's gender and occupational status.

1.3 Structure and collection of the data

Country: Finland

Geographic coverage: Finland, Tampere

Analysis or observation unit type: Individual

Universe: School staff in the Tampere Afternoon Activity Project

Collection date: November 2007 – December 2007

Data collector(s): City of Tampere. Development Unit for Welfare Services

Mode of data collection: Self-administered questionnaire: Web-based (CAWI)

Type of research instrument: Structured questionnaire

Time period covered: 2007 – 2008

Time method of the data collection: Cross-section

Number of variables and cases: The data contain 112 variables and 128 cases.

Sampling procedure: Total universe/Complete enumeration

128 staff members participated in the survey (schools: Linnainmaa, Härmälä, Peltolammi, Terälahti, Tesomajärvi ja Tesoma).

1.4 Use of data

Data appraisal

For reasons of privacy, the school variable was removed from the data.

Related publications

Häikiö, Liisa & Vänninmaja, Paula & Evaluaatioseminaarin työryhmä (2008). Hyvinvointia harrastamalla. Tampereen kaupungin Harrastava iltapäivä -hankkeen väliarviointi [verkkodokumentti]. Tampere: Tampereen kaupunki. Hyvinvointipalvelujen kehittämissyksikkö. http://www.tampere.fi/tiedo/hankkeen_raportti.pdf [viitattu 17.6.2009].

Updated list of publications in the study description at

1. Study description

https://services.fsd.uta.fi/catalogue/FSD2391?lang=en&study_language=en

Related studies

FSD2390 Tampere Afternoon Activity Project: Club Leaders 2007

FSD2392 Tampere Afternoon Activity Project: Children 2007

FSD2393 Tampere Afternoon Activity Project: Parents 2007

Location of the data collection

Finnish Social Science Data Archive

Weighting

There are no weight variables in the data.

Restrictions

The dataset is (B) available for research, teaching and study.

Chapter 2

Variables

[FSD_NO] FSD study number

Question

FSD study number

Descriptive statistics

| statistic | value |
|-----------------------|---------|
| number of valid cases | 128 |
| minimum | 2391.00 |
| maximum | 2391.00 |
| mean | 2391.00 |
| standard deviation | 0.00 |

[FSD_VR] FSD edition number

Question

FSD edition number

Descriptive statistics

| statistic | value |
|-----------------------|-------|
| number of valid cases | 128 |
| minimum | 2.00 |
| maximum | 2.00 |
| mean | 2.00 |
| standard deviation | 0.00 |

[FSD_ID] FSD case id**Question***FSD case id***Descriptive statistics**

| statistic | value |
|-----------------------|--------|
| number of valid cases | 128 |
| minimum | 1.00 |
| maximum | 128.00 |
| mean | 64.50 |
| standard deviation | 37.09 |

[Q1] Is the Tampere Afternoon Activity project (Harrastava Iltapäivä in Finnish) familiar to you?**Question***Is the Tampere Afternoon Activity project (Harrastava Iltapäivä in Finnish) familiar to you?***Frequencies**

| label | value | n | % | v. % |
|------------|-------|-----|-------|-------|
| Yes | 1 | 101 | 78.9 | 78.9 |
| No | 2 | 22 | 17.2 | 17.2 |
| Don't know | 3 | 5 | 3.9 | 3.9 |
| | | 128 | 100.0 | 100.0 |

[Q2] Respondent's gender**Question***Respondent's gender***Frequencies**

| label | value | n | % | v. % |
|--------|-------|----|------|------|
| Male | 1 | 40 | 31.3 | 31.7 |
| Female | 2 | 86 | 67.2 | 68.3 |

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| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| System missing (SYSMIS) | . | 2 | 1.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q3_1] Respondent's occupation

Question

Respondent's occupation

Frequencies

| label | value | n | % | v. % |
|---|-------|-----|-------|-------|
| Principal/headmaster or deputy principal/headmaster | 1 | 6 | 4.7 | 5.2 |
| Class teacher | 2 | 50 | 39.1 | 43.1 |
| Subject teacher | 3 | 30 | 23.4 | 25.9 |
| Special needs assistant | 4 | 9 | 7.0 | 7.8 |
| Educational welfare officer/School social worker | 5 | 2 | 1.6 | 1.7 |
| School psychologist | 6 | 1 | 0.8 | 0.9 |
| School nurse | 7 | 2 | 1.6 | 1.7 |
| Other, please specify | 8 | 16 | 12.5 | 13.8 |
| System missing (SYSMIS) | . | 12 | 9.4 | – |
| | | 128 | 100.0 | 100.0 |

[Q5] Where do you work?

Question

Where do you work?

Frequencies

| label | value | n | % | v. % |
|-----------------------------|-------|-----|-------|-------|
| In a primary school | 1 | 77 | 60.2 | 63.6 |
| In a lower secondary school | 2 | 29 | 22.7 | 24.0 |
| In both | 3 | 15 | 11.7 | 12.4 |
| System missing (SYSMIS) | . | 7 | 5.5 | – |
| | | 128 | 100.0 | 100.0 |

[Q6] Do you act as a contact teacher in the Tampere Afternoon Activity project?**Question**

Do you act as a contact teacher in the Tampere Afternoon Activity project?

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Yes | 1 | 5 | 3.9 | 4.5 |
| No | 2 | 106 | 82.8 | 95.5 |
| System missing (SYSMIS) | . | 17 | 13.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q7] Are you a leader of a Tampere Afternoon Activity project club?**Question**

Are you a leader of a Tampere Afternoon Activity project club?

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Yes | 1 | 10 | 7.8 | 8.8 |
| No | 2 | 104 | 81.3 | 91.2 |
| System missing (SYSMIS) | . | 14 | 10.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q8] Have you previously been a leader in a school club?**Question**

Have you previously been a leader in a school club?

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|----|------|------|
| Yes | 1 | 35 | 27.3 | 30.2 |
| No | 2 | 81 | 63.3 | 69.8 |
| System missing (SYSMIS) | . | 12 | 9.4 | – |

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| label | value | n | % | v. % |
|-------|-------|-----|-------|-------|
| | | 128 | 100.0 | 100.0 |

[Q9] How important do you think it is that the school organises club/afternoon activities?

Question

How important do you think it is that the school organises club/afternoon activities?

Descriptive statistics

| statistic | value |
|-----------------------|--------|
| number of valid cases | 114 |
| minimum | 0.00 |
| maximum | 100.00 |
| mean | 75.24 |
| standard deviation | 22.10 |

[Q10] How important do you think it is that the club/afternoon activities organised by the school are completely free of charge?

Question

How important do you think it is that the club/afternoon activities organised by the school are completely free of charge?

Descriptive statistics

| statistic | value |
|-----------------------|--------|
| number of valid cases | 111 |
| minimum | 0.00 |
| maximum | 100.00 |
| mean | 67.89 |
| standard deviation | 26.18 |

[Q11_1] Do you think club/afternoon activities organised by the school and led by a skilled professional should be fee-based?

Question

Do you think club/afternoon activities organised by the school and led by a skilled professional should be fee-based?

Frequencies

| label | value | n | % | v. % |
|------------------------------|-------|-----|-------|-------|
| No | 1 | 43 | 33.6 | 39.1 |
| Don't know | 2 | 35 | 27.3 | 31.8 |
| Yes, how much in a semester? | 3 | 32 | 25.0 | 29.1 |
| System missing (SYSMIS) | . | 18 | 14.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_1] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To provide pupils with meaningful activities

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To provide pupils with meaningful activities

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 40 | 31.3 | 38.1 |
| Mentioned | 1 | 65 | 50.8 | 61.9 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_2] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To reduce the amount of time children are on their own

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To reduce the amount of time children are on their own

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 35 | 27.3 | 33.3 |
| Mentioned | 1 | 70 | 54.7 | 66.7 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_3] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To transform schools into activity centres

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To transform schools into activity centres

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 101 | 78.9 | 96.2 |
| Mentioned | 1 | 4 | 3.1 | 3.8 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_4] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To improve well-being at/satisfaction with the school

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To improve well-being at/satisfaction with the school

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|----|------|------|
| Not mentioned | 0 | 95 | 74.2 | 90.5 |
| Mentioned | 1 | 10 | 7.8 | 9.5 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |

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2. Variables

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| label | value | n | % | v. % |
|-------|-------|-----|-------|-------|
| | | 128 | 100.0 | 100.0 |

[Q14_5] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To develop the social skills of children

Question

*What do you think are the most important objectives for the Tampere Afternoon Activity project?
Please select the three most important objectives: To develop the social skills of children*

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 57 | 44.5 | 54.3 |
| Mentioned | 1 | 48 | 37.5 | 45.7 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_6] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To support the learning of children

Question

*What do you think are the most important objectives for the Tampere Afternoon Activity project?
Please select the three most important objectives: To support the learning of children*

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 96 | 75.0 | 91.4 |
| Mentioned | 1 | 9 | 7.0 | 8.6 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_7] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To reduce social exclusion

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To reduce social exclusion

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 29 | 22.7 | 27.6 |
| Mentioned | 1 | 76 | 59.4 | 72.4 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_8] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To provide all children with an opportunity to have a hobby/hobbies

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To provide all children with an opportunity to have a hobby/hobbies

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 37 | 28.9 | 35.2 |
| Mentioned | 1 | 68 | 53.1 | 64.8 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_9] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To improve the financial condition of associations/organisations

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To improve the financial condition of associations/organisations

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 104 | 81.3 | 99.0 |
| Mentioned | 1 | 1 | 0.8 | 1.0 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_10] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To develop the way schools operate/function

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To develop the way schools operate/function

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 99 | 77.3 | 94.3 |
| Mentioned | 1 | 6 | 4.7 | 5.7 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q14_11] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To create employment opportunities for art/sports professionals

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To create employment opportunities for art/sports professionals

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|------|------|
| Not mentioned | 0 | 102 | 79.7 | 97.1 |
| Mentioned | 1 | 3 | 2.3 | 2.9 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |

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| label | value | n | % | v. % |
|-------|-------|-----|-------|-------|
| | | 128 | 100.0 | 100.0 |

[Q14_12] What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: Other, please specify

Question

What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: Other, please specify

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 104 | 81.3 | 99.0 |
| Mentioned | 1 | 1 | 0.8 | 1.0 |
| System missing (SYSMIS) | . | 23 | 18.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q15] Afternoon clubs have achieved the most important objectives.

Question

Afternoon clubs have achieved the most important objectives.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 2 | 1.6 | 1.9 |
| Disagree | 2 | 6 | 4.7 | 5.8 |
| Neither disagree nor agree | 3 | 13 | 10.2 | 12.5 |
| Agree | 4 | 48 | 37.5 | 46.2 |
| Strongly agree | 5 | 5 | 3.9 | 4.8 |
| Don't know | 6 | 30 | 23.4 | 28.8 |
| System missing (SYSMIS) | . | 24 | 18.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q16_1] Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Financial resources

Question

Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Financial resources

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 53 | 41.4 | 60.2 |
| Mentioned | 1 | 35 | 27.3 | 39.8 |
| System missing (SYSMIS) | . | 40 | 31.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q16_2] Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Time

Question

Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Time

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 78 | 60.9 | 88.6 |
| Mentioned | 1 | 10 | 7.8 | 11.4 |
| System missing (SYSMIS) | . | 40 | 31.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q16_3] Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Flow of information

Question

Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Flow of information

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 73 | 57.0 | 83.0 |
| Mentioned | 1 | 15 | 11.7 | 17.0 |
| System missing (SYSMIS) | . | 40 | 31.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q16_4] Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Practical arrangements

Question

Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Practical arrangements

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 56 | 43.8 | 63.6 |
| Mentioned | 1 | 32 | 25.0 | 36.4 |
| System missing (SYSMIS) | . | 40 | 31.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q16_5] Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Dynamics of the group

Question

Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Dynamics of the group

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 82 | 64.1 | 93.2 |
| Mentioned | 1 | 6 | 4.7 | 6.8 |
| System missing (SYSMIS) | . | 40 | 31.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q16_6] Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: None of these

Question

Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: None of these

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 72 | 56.3 | 81.8 |
| Mentioned | 1 | 16 | 12.5 | 18.2 |
| System missing (SYSMIS) | . | 40 | 31.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q16_7] Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Other, please specify

Question

Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Other, please specify

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 80 | 62.5 | 90.9 |
| Mentioned | 1 | 8 | 6.3 | 9.1 |
| System missing (SYSMIS) | . | 40 | 31.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q17] Bullying has decreased due to the Tampere Afternoon Activity project

Question

Bullying has decreased due to the Tampere Afternoon Activity project

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 3 | 2.3 | 2.9 |
| Disagree | 2 | 3 | 2.3 | 2.9 |
| Neither disagree nor agree | 3 | 28 | 21.9 | 27.2 |
| Agree | 4 | 6 | 4.7 | 5.8 |
| Strongly agree | 5 | 1 | 0.8 | 1.0 |
| Don't know | 6 | 62 | 48.4 | 60.2 |
| System missing (SYSMIS) | . | 25 | 19.5 | – |
| | | 128 | 100.0 | 100.0 |

[Q18] Motivational climate in the school has improved as a result of the Tampere Afternoon Activity project

Question

Motivational climate in the school has improved as a result of the Tampere Afternoon Activity project

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 1.1 |
| Disagree | 2 | 2 | 1.6 | 2.3 |
| Neither disagree nor agree | 3 | 21 | 16.4 | 24.1 |
| Agree | 4 | 12 | 9.4 | 13.8 |
| Strongly agree | 5 | 1 | 0.8 | 1.1 |
| Don't know | 6 | 50 | 39.1 | 57.5 |
| System missing (SYSMIS) | . | 41 | 32.0 | – |
| | | 128 | 100.0 | 100.0 |

[Q19] New inter-class friendships have been formed as a result of the Tampere Afternoon Activity project

Question

New inter-class friendships have been formed as a result of the Tampere Afternoon Activity project

Frequencies

| label | value | n | % | v. % |
|-------------------|-------|---|-----|------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |

(continued on next page)

2. Variables

(cont. from previous page)

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Disagree | 2 | 1 | 0.8 | 1.0 |
| Neither disagree nor agree | 3 | 11 | 8.6 | 11.1 |
| Agree | 4 | 21 | 16.4 | 21.2 |
| Strongly agree | 5 | 20 | 15.6 | 20.2 |
| Can't say | 6 | 46 | 35.9 | 46.5 |
| System missing (SYSMIS) | . | 29 | 22.7 | – |
| | | 128 | 100.0 | 100.0 |

[Q20] The relationships between teachers and pupils have improved as a result of the Tampere Afternoon Activity project

Question

The relationships between teachers and pupils have improved as a result of the Tampere Afternoon Activity project

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 2 | 1.6 | 2.1 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 17 | 13.3 | 17.5 |
| Agree | 4 | 16 | 12.5 | 16.5 |
| Strongly agree | 5 | 6 | 4.7 | 6.2 |
| Don't know | 6 | 56 | 43.8 | 57.7 |
| System missing (SYSMIS) | . | 31 | 24.2 | – |
| | | 128 | 100.0 | 100.0 |

[Q21] Club/afternoon activities organised by the school are a means of early intervention and preventing social exclusion

Question

Club/afternoon activities organised by the school are a means of early intervention and preventing social exclusion

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 2 | 1.6 | 2.0 |
| Disagree | 2 | 2 | 1.6 | 2.0 |
| Neither disagree nor agree | 3 | 5 | 3.9 | 4.9 |
| Agree | 4 | 39 | 30.5 | 38.2 |
| Strongly agree | 5 | 48 | 37.5 | 47.1 |
| Don't know | 6 | 6 | 4.7 | 5.9 |
| System missing (SYSMIS) | . | 26 | 20.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q22] Club/afternoon activities organised by the school are of equal quality to club/afternoon activities organised elsewhere

Question

Club/afternoon activities organised by the school are of equal quality to club/afternoon activities organised elsewhere

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 1.0 |
| Disagree | 2 | 4 | 3.1 | 4.0 |
| Neither disagree nor agree | 3 | 7 | 5.5 | 6.9 |
| Agree | 4 | 38 | 29.7 | 37.6 |
| Strongly agree | 5 | 33 | 25.8 | 32.7 |
| Don't know | 6 | 18 | 14.1 | 17.8 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q23] Tampere Afternoon Activity project has strengthened the sense of community and belonging in the school

Question

Tampere Afternoon Activity project has strengthened the sense of community and belonging in the school

Frequencies

| label | value | n | % | v. % |
|-------------------|-------|---|-----|------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |

(continued on next page)

2. Variables

(cont. from previous page)

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Disagree | 2 | 3 | 2.3 | 3.0 |
| Neither disagree nor agree | 3 | 22 | 17.2 | 22.2 |
| Agree | 4 | 25 | 19.5 | 25.3 |
| Strongly agree | 5 | 4 | 3.1 | 4.0 |
| Don't know | 6 | 45 | 35.2 | 45.5 |
| System missing (SYSMIS) | . | 29 | 22.7 | – |
| | | 128 | 100.0 | 100.0 |

[Q24] Well-being at work has improved as a result of the Tampere Afternoon Activity project

Question

Well-being at work has improved as a result of the Tampere Afternoon Activity project

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 5 | 3.9 | 5.3 |
| Disagree | 2 | 9 | 7.0 | 9.6 |
| Neither disagree nor agree | 3 | 28 | 21.9 | 29.8 |
| Agree | 4 | 7 | 5.5 | 7.4 |
| Strongly agree | 5 | 2 | 1.6 | 2.1 |
| Don't know | 6 | 43 | 33.6 | 45.7 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q25] The number of unauthorised absences has decreased as a result of the Tampere Afternoon Activity project

Question

The number of unauthorised absences has decreased as a result of the Tampere Afternoon Activity project

Frequencies

| label | value | n | % | v. % |
|-------------------|-------|---|-----|------|
| Strongly disagree | 1 | 4 | 3.1 | 4.0 |

(continued on next page)

(cont. from previous page)

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 24 | 18.8 | 24.2 |
| Agree | 4 | 3 | 2.3 | 3.0 |
| Strongly agree | 5 | 0 | 0.0 | 0.0 |
| Don't know | 6 | 68 | 53.1 | 68.7 |
| System missing (SYSMIS) | . | 29 | 22.7 | – |
| | | 128 | 100.0 | 100.0 |

[Q27] How important do you consider the possibility to buy snacks at school?

Question

How important do you consider the possibility to buy snacks at school?

Descriptive statistics

| statistic | value |
|-----------------------|--------|
| number of valid cases | 103 |
| minimum | 5.00 |
| maximum | 100.00 |
| mean | 72.71 |
| standard deviation | 18.42 |

[Q28] How important do you think it is that the snacks at school are free of charge?

Question

How important do you think it is that the snacks at school are free of charge?

Descriptive statistics

| statistic | value |
|-----------------------|--------|
| number of valid cases | 103 |
| minimum | 5.00 |
| maximum | 100.00 |
| mean | 55.49 |
| standard deviation | 24.76 |

[Q30_1] What should a club/afternoon activities leader be like: Professionally skilled and capable**Question**

What should a club/afternoon activities leader be like: Professionally skilled and capable

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 23 | 18.0 | 22.8 |
| Mentioned | 1 | 78 | 60.9 | 77.2 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_2] What should a club/afternoon activities leader be like: Inspiring**Question**

What should a club/afternoon activities leader be like: Inspiring

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 45 | 35.2 | 44.6 |
| Mentioned | 1 | 56 | 43.8 | 55.4 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_3] What should a club/afternoon activities leader be like: Takes things calmly**Question**

What should a club/afternoon activities leader be like: Takes things calmly

Frequencies

| label | value | n | % | v. % |
|---------------|-------|----|------|------|
| Not mentioned | 0 | 86 | 67.2 | 85.1 |
| Mentioned | 1 | 15 | 11.7 | 14.9 |

(continued on next page)

(cont. from previous page)

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_4] What should a club/afternoon activities leader be like: Reliable

Question

What should a club/afternoon activities leader be like: Reliable

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 56 | 43.8 | 55.4 |
| Mentioned | 1 | 45 | 35.2 | 44.6 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_5] What should a club/afternoon activities leader be like: Jocular, amusing

Question

What should a club/afternoon activities leader be like: Jocular, amusing

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 94 | 73.4 | 93.1 |
| Mentioned | 1 | 7 | 5.5 | 6.9 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_6] What should a club/afternoon activities leader be like: Good teacher

Question

What should a club/afternoon activities leader be like: Good teacher

Frequencies

2. Variables

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 82 | 64.1 | 81.2 |
| Mentioned | 1 | 19 | 14.8 | 18.8 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_7] What should a club/afternoon activities leader be like: Skilled in the activity/subject of the club

Question

What should a club/afternoon activities leader be like: Skilled in the activity/subject of the club

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 92 | 71.9 | 91.1 |
| Mentioned | 1 | 9 | 7.0 | 8.9 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_8] What should a club/afternoon activities leader be like: Capable of setting the rules and supervising that they are followed

Question

What should a club/afternoon activities leader be like: Capable of setting the rules and supervising that they are followed

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 77 | 60.2 | 76.2 |
| Mentioned | 1 | 24 | 18.8 | 23.8 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_9] What should a club/afternoon activities leader be like: Understands and takes into account differences

Question

What should a club/afternoon activities leader be like: Understands and takes into account differences

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 59 | 46.1 | 58.4 |
| Mentioned | 1 | 42 | 32.8 | 41.6 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_10] What should a club/afternoon activities leader be like: Good at listening**Question**

What should a club/afternoon activities leader be like: Good at listening

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 81 | 63.3 | 80.2 |
| Mentioned | 1 | 20 | 15.6 | 19.8 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_11] What should a club/afternoon activities leader be like: Co-operative**Question**

What should a club/afternoon activities leader be like: Co-operative

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 71 | 55.5 | 70.3 |
| Mentioned | 1 | 30 | 23.4 | 29.7 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_12] What should a club/afternoon activities leader be like: Respects children**Question**

What should a club/afternoon activities leader be like: Respects children

2. Variables

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 65 | 50.8 | 64.4 |
| Mentioned | 1 | 36 | 28.1 | 35.6 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_13] What should a club/afternoon activities leader be like: Good and just friend

Question

What should a club/afternoon activities leader be like: Good and just friend

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 97 | 75.8 | 96.0 |
| Mentioned | 1 | 4 | 3.1 | 4.0 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_14] What should a club/afternoon activities leader be like: Impartial, treats everyone equally

Question

What should a club/afternoon activities leader be like: Impartial, treats everyone equally

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 71 | 55.5 | 70.3 |
| Mentioned | 1 | 30 | 23.4 | 29.7 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_15] What should a club/afternoon activities leader be like: Conscientious, thorough

Question

What should a club/afternoon activities leader be like: Conscientious, thorough

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 82 | 64.1 | 81.2 |
| Mentioned | 1 | 19 | 14.8 | 18.8 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q30_16] What should a club/afternoon activities leader be like: Other, please specify

Question

What should a club/afternoon activities leader be like: Other, please specify

No valid values

[Q32] The co-operation with the Tampere Afternoon Activity project co-ordinator has worked well.

Question

The co-operation with the Tampere Afternoon Activity project co-ordinator has worked well.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 3 | 2.3 | 75.0 |
| Strongly agree | 5 | 1 | 0.8 | 25.0 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 124 | 96.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q33] The co-operation with the club/afternoon activities leaders has worked well.

Question

The co-operation with the club/afternoon activities leaders has worked well.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 2 | 1.6 | 66.7 |
| Strongly agree | 5 | 1 | 0.8 | 33.3 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 125 | 97.7 | – |
| | | 128 | 100.0 | 100.0 |

[Q34] Tampere Afternoon Activity project has increased work loads.

Question

Tampere Afternoon Activity project has increased work loads.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 1 | 0.8 | 25.0 |
| Agree | 4 | 2 | 1.6 | 50.0 |
| Strongly agree | 5 | 1 | 0.8 | 25.0 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 124 | 96.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q35] As contact teacher, I have had an opportunity to influence the well-being of children and young people in our school.

Question

As contact teacher, I have had an opportunity to influence the well-being of children and young people in our school.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 4 | 3.1 | 100.0 |
| Strongly agree | 5 | 0 | 0.0 | 0.0 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 124 | 96.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q37] I am a club/afternoon activities leader because I earn extra income from it.

Question

I am a club/afternoon activities leader because I earn extra income from it.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 12.5 |
| Disagree | 2 | 1 | 0.8 | 12.5 |
| Neither disagree nor agree | 3 | 2 | 1.6 | 25.0 |
| Agree | 4 | 3 | 2.3 | 37.5 |
| Strongly agree | 5 | 1 | 0.8 | 12.5 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q38] I am a club/afternoon activities leader because I am interested in the activities of the club.

Question

I am a club/afternoon activities leader because I am interested in the activities of the club.

Frequencies

| label | value | n | % | v. % |
|-------------------|-------|---|-----|------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |

(continued on next page)

2. Variables

(cont. from previous page)

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 1 | 0.8 | 12.5 |
| Strongly agree | 5 | 7 | 5.5 | 87.5 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q39] I am a club/afternoon activities leader because I want to help children and young people at risk of social exclusion.

Question

I am a club/afternoon activities leader because I want to help children and young people at risk of social exclusion.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 1 | 0.8 | 12.5 |
| Agree | 4 | 3 | 2.3 | 37.5 |
| Strongly agree | 5 | 4 | 3.1 | 50.0 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q40] I am a club/afternoon activities leader because I want to spend more time with children and young people than I do carrying out my normal teaching duties.

Question

I am a club/afternoon activities leader because I want to spend more time with children and young people than I do carrying out my normal teaching duties.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 12.5 |
| Disagree | 2 | 1 | 0.8 | 12.5 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 5 | 3.9 | 62.5 |
| Strongly agree | 5 | 1 | 0.8 | 12.5 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q41] I am a club/afternoon activities leader because it facilitates the actual teaching work.

Question

I am a club/afternoon activities leader because it facilitates the actual teaching work.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 12.5 |
| Disagree | 2 | 2 | 1.6 | 25.0 |
| Neither disagree nor agree | 3 | 1 | 0.8 | 12.5 |
| Agree | 4 | 4 | 3.1 | 50.0 |
| Strongly agree | 5 | 0 | 0.0 | 0.0 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q43] I have received enough support from the Tampere Afternoon Activity project co-ordinator.

Question

I have received enough support from the Tampere Afternoon Activity project co-ordinator.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|---|-----|------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |

(continued on next page)

2. Variables

(cont. from previous page)

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Agree | 4 | 2 | 1.6 | 25.0 |
| Strongly agree | 5 | 5 | 3.9 | 62.5 |
| Haven't needed support | 6 | 1 | 0.8 | 12.5 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q44] I have received enough support from the contact teacher.

Question

I have received enough support from the contact teacher.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 3 | 2.3 | 37.5 |
| Agree | 4 | 0 | 0.0 | 0.0 |
| Strongly agree | 5 | 4 | 3.1 | 50.0 |
| Haven't needed support | 6 | 1 | 0.8 | 12.5 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q45] I have received enough support from the educational welfare officer/school social worker.

Question

I have received enough support from the educational welfare officer/school social worker.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|---|-----|------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 1 | 0.8 | 12.5 |
| Agree | 4 | 0 | 0.0 | 0.0 |
| Strongly agree | 5 | 3 | 2.3 | 37.5 |

(continued on next page)

(cont. from previous page)

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Haven't needed support | 6 | 4 | 3.1 | 50.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q46] I have received enough support from the school nurse.

Question

I have received enough support from the school nurse.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 3 | 2.3 | 37.5 |
| Agree | 4 | 0 | 0.0 | 0.0 |
| Strongly agree | 5 | 1 | 0.8 | 12.5 |
| Haven't needed support | 6 | 4 | 3.1 | 50.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q47] It was easy for me to get school facilities at my disposal.

Question

It was easy for me to get school facilities at my disposal.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 1 | 0.8 | 12.5 |
| Strongly agree | 5 | 7 | 5.5 | 87.5 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q48] The facilities have met my needs.**Question**

The facilities have met my needs.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 12.5 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 2 | 1.6 | 25.0 |
| Strongly agree | 5 | 5 | 3.9 | 62.5 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q49] The equipment and materials received for the club/afternoon activities have met my needs.**Question**

The equipment and materials received for the club/afternoon activities have met my needs.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 2 | 1.6 | 25.0 |
| Neither disagree nor agree | 3 | 1 | 0.8 | 12.5 |
| Agree | 4 | 0 | 0.0 | 0.0 |
| Strongly agree | 5 | 5 | 3.9 | 62.5 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q50] The co-operation with children's parents has worked well.**Question**

The co-operation with children's parents has worked well.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 4 | 3.1 | 50.0 |
| Agree | 4 | 0 | 0.0 | 0.0 |
| Strongly agree | 5 | 3 | 2.3 | 37.5 |
| Don't know | 6 | 1 | 0.8 | 12.5 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q51] The co-operation with the school staff has worked well.

Question

The co-operation with the school staff has worked well.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 2 | 1.6 | 25.0 |
| Strongly agree | 5 | 6 | 4.7 | 75.0 |
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q52] The co-operation with the children has worked well.

Question

The co-operation with the children has worked well.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|---|-----|------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 0 | 0.0 | 0.0 |
| Agree | 4 | 2 | 1.6 | 25.0 |
| Strongly agree | 5 | 6 | 4.7 | 75.0 |

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2. Variables

(cont. from previous page)

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Don't know | 6 | 0 | 0.0 | 0.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q53] Children's parents trust me.

Question

Children's parents trust me.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 2 | 1.6 | 25.0 |
| Agree | 4 | 1 | 0.8 | 12.5 |
| Strongly agree | 5 | 1 | 0.8 | 12.5 |
| Don't know | 6 | 4 | 3.1 | 50.0 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q54] The school staff trust me.

Question

The school staff trust me.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 0 | 0.0 | 0.0 |
| Neither disagree nor agree | 3 | 1 | 0.8 | 12.5 |
| Agree | 4 | 0 | 0.0 | 0.0 |
| Strongly agree | 5 | 6 | 4.7 | 75.0 |
| Don't know | 6 | 1 | 0.8 | 12.5 |
| System missing (SYSMIS) | . | 120 | 93.8 | – |
| | | 128 | 100.0 | 100.0 |

[Q55] The wishes of the school have been taken into account in planning the club/afternoon activities of the Tampere Afternoon Activity project.

Question

The wishes of the school have been taken into account in planning the club/afternoon activities of the Tampere Afternoon Activity project.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 1.0 |
| Disagree | 2 | 7 | 5.5 | 7.1 |
| Neither disagree nor agree | 3 | 11 | 8.6 | 11.1 |
| Agree | 4 | 29 | 22.7 | 29.3 |
| Strongly agree | 5 | 11 | 8.6 | 11.1 |
| Don't know | 6 | 40 | 31.3 | 40.4 |
| System missing (SYSMIS) | . | 29 | 22.7 | — |
| | | 128 | 100.0 | 100.0 |

[Q56] The school staff are positive towards the club/afternoon activities related to the Tampere Afternoon Activity project.

Question

The school staff are positive towards the club/afternoon activities related to the Tampere Afternoon Activity project.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 1 | 0.8 | 1.1 |
| Neither disagree nor agree | 3 | 3 | 2.3 | 3.3 |
| Agree | 4 | 43 | 33.6 | 46.7 |
| Strongly agree | 5 | 34 | 26.6 | 37.0 |
| Don't know | 6 | 11 | 8.6 | 12.0 |
| System missing (SYSMIS) | . | 36 | 28.1 | — |
| | | 128 | 100.0 | 100.0 |

[Q57] As a result of the Tampere Afternoon Activity project, there are too many actors in the school.

Question

As a result of the Tampere Afternoon Activity project, there are too many actors in the school.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 34 | 26.6 | 34.7 |
| Disagree | 2 | 29 | 22.7 | 29.6 |
| Neither disagree nor agree | 3 | 9 | 7.0 | 9.2 |
| Agree | 4 | 5 | 3.9 | 5.1 |
| Strongly agree | 5 | 1 | 0.8 | 1.0 |
| Don't know | 6 | 20 | 15.6 | 20.4 |
| System missing (SYSMIS) | . | 30 | 23.4 | – |
| | | 128 | 100.0 | 100.0 |

[Q58] The facilities and equipment are well maintained.

Question

The facilities and equipment are well maintained.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 1.0 |
| Disagree | 2 | 14 | 10.9 | 14.0 |
| Neither disagree nor agree | 3 | 11 | 8.6 | 11.0 |
| Agree | 4 | 25 | 19.5 | 25.0 |
| Strongly agree | 5 | 9 | 7.0 | 9.0 |
| Don't know | 6 | 40 | 31.3 | 40.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q59] The co-operation between the school and homes has increased.

Question

The co-operation between the school and homes has increased.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 0 | 0.0 | 0.0 |
| Disagree | 2 | 7 | 5.5 | 7.5 |
| Neither disagree nor agree | 3 | 25 | 19.5 | 26.9 |
| Agree | 4 | 6 | 4.7 | 6.5 |
| Strongly agree | 5 | 0 | 0.0 | 0.0 |
| Don't know | 6 | 55 | 43.0 | 59.1 |
| System missing (SYSMIS) | . | 35 | 27.3 | – |
| | | 128 | 100.0 | 100.0 |

[Q60] Multiprofessional co-operation has increased.

Question

Multiprofessional co-operation has increased.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 1.0 |
| Disagree | 2 | 11 | 8.6 | 11.3 |
| Neither disagree nor agree | 3 | 21 | 16.4 | 21.6 |
| Agree | 4 | 17 | 13.3 | 17.5 |
| Strongly agree | 5 | 4 | 3.1 | 4.1 |
| Don't know | 6 | 43 | 33.6 | 44.3 |
| System missing (SYSMIS) | . | 31 | 24.2 | – |
| | | 128 | 100.0 | 100.0 |

[Q61] Networking with local actors has increased.

Question

Networking with local actors has increased.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|----|------|------|
| Strongly disagree | 1 | 2 | 1.6 | 2.0 |
| Disagree | 2 | 2 | 1.6 | 2.0 |
| Neither disagree nor agree | 3 | 20 | 15.6 | 20.0 |
| Agree | 4 | 19 | 14.8 | 19.0 |
| Strongly agree | 5 | 6 | 4.7 | 6.0 |

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2. Variables

(cont. from previous page)

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Don't know | 6 | 51 | 39.8 | 51.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q63] Children and their parents were sufficiently informed about the club/afternoon activities of the school.

Question

Children and their parents were sufficiently informed about the club/afternoon activities of the school.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|-----|-------|-------|
| Strongly disagree | 1 | 1 | 0.8 | 1.0 |
| Disagree | 2 | 8 | 6.3 | 7.9 |
| Neither disagree nor agree | 3 | 4 | 3.1 | 4.0 |
| Agree | 4 | 39 | 30.5 | 38.6 |
| Strongly agree | 5 | 44 | 34.4 | 43.6 |
| Don't know | 6 | 5 | 3.9 | 5.0 |
| System missing (SYSMIS) | . | 27 | 21.1 | – |
| | | 128 | 100.0 | 100.0 |

[Q64] The school staff were sufficiently informed about the club/afternoon activities of the Tampere Afternoon Activity project.

Question

The school staff were sufficiently informed about the club/afternoon activities of the Tampere Afternoon Activity project.

Frequencies

| label | value | n | % | v. % |
|----------------------------|-------|----|------|------|
| Strongly disagree | 1 | 2 | 1.6 | 2.0 |
| Disagree | 2 | 14 | 10.9 | 14.3 |
| Neither disagree nor agree | 3 | 5 | 3.9 | 5.1 |
| Agree | 4 | 37 | 28.9 | 37.8 |

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(cont. from previous page)

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Strongly agree | 5 | 33 | 25.8 | 33.7 |
| Don't know | 6 | 7 | 5.5 | 7.1 |
| System missing (SYSMIS) | . | 30 | 23.4 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_1] Where did you receive information on the Tampere Afternoon Activity project: I didn't receive any information

Question

Where did you receive information on the Tampere Afternoon Activity project: I didn't receive any information

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 99 | 77.3 | 99.0 |
| Mentioned | 1 | 1 | 0.8 | 1.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_2] Where did you receive information on the Tampere Afternoon Activity project: From the co-ordinator

Question

Where did you receive information on the Tampere Afternoon Activity project: From the co-ordinator

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 78 | 60.9 | 78.0 |
| Mentioned | 1 | 22 | 17.2 | 22.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_3] Where did you receive information on the Tampere Afternoon Activity project: From the principal/headmaster/contact teacher of the school

Question

Where did you receive information on the Tampere Afternoon Activity project: From the principal/headmaster/contact teacher of the school

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 28 | 21.9 | 28.0 |
| Mentioned | 1 | 72 | 56.3 | 72.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_4] Where did you receive information on the Tampere Afternoon Activity project: From another member of the school staff

Question

Where did you receive information on the Tampere Afternoon Activity project: From another member of the school staff

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 86 | 67.2 | 86.0 |
| Mentioned | 1 | 14 | 10.9 | 14.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_5] Where did you receive information on the Tampere Afternoon Activity project: From Tampere city web pages

Question

Where did you receive information on the Tampere Afternoon Activity project: From Tampere city web pages

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 97 | 75.8 | 97.0 |
| Mentioned | 1 | 3 | 2.3 | 3.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_6] Where did you receive information on the Tampere Afternoon Activity project: From an event presenting the project

Question

Where did you receive information on the Tampere Afternoon Activity project: From an event presenting the project

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 81 | 63.3 | 81.0 |
| Mentioned | 1 | 19 | 14.8 | 19.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_7] Where did you receive information on the Tampere Afternoon Activity project: From a club brochure

Question

Where did you receive information on the Tampere Afternoon Activity project: From a club brochure

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 69 | 53.9 | 69.0 |
| Mentioned | 1 | 31 | 24.2 | 31.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_8] Where did you receive information on the Tampere Afternoon Activity project: From a club/afternoon activities leader

Question

Where did you receive information on the Tampere Afternoon Activity project: From a club/afternoon activities leader

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 96 | 75.0 | 96.0 |
| Mentioned | 1 | 4 | 3.1 | 4.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_9] Where did you receive information on the Tampere Afternoon Activity project: From pupils

Question

Where did you receive information on the Tampere Afternoon Activity project: From pupils

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 97 | 75.8 | 97.0 |
| Mentioned | 1 | 3 | 2.3 | 3.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_10] Where did you receive information on the Tampere Afternoon Activity project: From the parents' association of the school

Question

Where did you receive information on the Tampere Afternoon Activity project: From the parents' association of the school

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 98 | 76.6 | 98.0 |
| Mentioned | 1 | 2 | 1.6 | 2.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q65_11] Where did you receive information on the Tampere Afternoon Activity project: From somewhere else, please specify

Question

Where did you receive information on the Tampere Afternoon Activity project: From somewhere else, please specify

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 93 | 72.7 | 93.0 |
| Mentioned | 1 | 7 | 5.5 | 7.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_1] What kind of clubs/afternoon activities would you wish the school organised in the future: I don't wish for any clubs/afternoon activities

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: I don't wish for any clubs/afternoon activities

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 93 | 72.7 | 98.9 |
| Mentioned | 1 | 1 | 0.8 | 1.1 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_2] What kind of clubs/afternoon activities would you wish the school organised in the future: Sports clubs

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Sports clubs

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 20 | 15.6 | 21.3 |
| Mentioned | 1 | 74 | 57.8 | 78.7 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_3] What kind of clubs/afternoon activities would you wish the school organised in the future: Handicraft clubs

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Handicraft clubs

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 56 | 43.8 | 59.6 |
| Mentioned | 1 | 38 | 29.7 | 40.4 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_4] What kind of clubs/afternoon activities would you wish the school organised in the future: Clubs where pupils do their homework

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Clubs where pupils do their homework

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 58 | 45.3 | 61.7 |
| Mentioned | 1 | 36 | 28.1 | 38.3 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_5] What kind of clubs/afternoon activities would you wish the school organised in the future: Music clubs

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Music clubs

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 45 | 35.2 | 47.9 |
| Mentioned | 1 | 49 | 38.3 | 52.1 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_6] What kind of clubs/afternoon activities would you wish the school organised in the future: Visual art clubs

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Visual art clubs

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 53 | 41.4 | 56.4 |
| Mentioned | 1 | 41 | 32.0 | 43.6 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_7] What kind of clubs/afternoon activities would you wish the school organised in the future: Nature clubs

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Nature clubs

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 69 | 53.9 | 73.4 |
| Mentioned | 1 | 25 | 19.5 | 26.6 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_8] What kind of clubs/afternoon activities would you wish the school organised in the future: Drama and theatre clubs

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Drama and theatre clubs

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 46 | 35.9 | 48.9 |
| Mentioned | 1 | 48 | 37.5 | 51.1 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_9] What kind of clubs/afternoon activities would you wish the school organised in the future: Language clubs

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Language clubs

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 75 | 58.6 | 79.8 |
| Mentioned | 1 | 19 | 14.8 | 20.2 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q67_10] What kind of clubs/afternoon activities would you wish the school organised in the future: Other clubs, please specify

Question

What kind of clubs/afternoon activities would you wish the school organised in the future: Other clubs, please specify

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Not mentioned | 0 | 91 | 71.1 | 96.8 |
| Mentioned | 1 | 3 | 2.3 | 3.2 |
| System missing (SYSMIS) | . | 34 | 26.6 | – |
| | | 128 | 100.0 | 100.0 |

[Q69] Should the city provide club/afternoon activities leaders with training?

Question

Should the city provide club/afternoon activities leaders with training?

Frequencies

| label | value | n | % | v. % |
|-------------------------|-------|-----|-------|-------|
| Yes | 1 | 79 | 61.7 | 79.0 |
| No | 2 | 4 | 3.1 | 4.0 |
| Don't know | 3 | 17 | 13.3 | 17.0 |
| System missing (SYSMIS) | . | 28 | 21.9 | – |
| | | 128 | 100.0 | 100.0 |

Chapter 3

Indexes

3.1 Variables in the order of occurrence

| | |
|---|----|
| FSD study number [FSD_NO] | 5 |
| FSD edition number [FSD_VR] | 5 |
| FSD case id [FSD_ID] | 6 |
| Is the Tampere Afternoon Activity project (Harrastava Iltapäivä in Finnish) familiar to you? [Q1] | 6 |
| Respondent's gender [Q2] | 6 |
| Respondent's occupation [Q3_1] | 7 |
| Where do you work? [Q5] | 7 |
| Do you act as a contact teacher in the Tampere Afternoon Activity project? [Q6] | 8 |
| Are you a leader of a Tampere Afternoon Activity project club? [Q7] | 8 |
| Have you previously been a leader in a school club? [Q8] | 8 |
| How important do you think it is that the school organises club/afternoon activities? [Q9] ... | 9 |
| How important do you think it is that the club/afternoon activities organised by the school are completely free of charge? [Q10] | 9 |
| Do you think club/afternoon activities organised by the school and led by a skilled professional should be fee-based? [Q11_1] | 10 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To provide pupils with meaningful activities [Q14_1] | 10 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To reduce the amount of time children are on their own [Q14_2] | 10 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To transform schools into activity centres [Q14_3] | 11 |

3. Indexes

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|--|----|
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To improve well-being at/satisfaction with the school [Q14_4] | 11 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To develop the social skills of children [Q14_5] | 12 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To support the learning of children [Q14_6] | 12 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To reduce social exclusion [Q14_7] | 13 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To provide all children with an opportunity to have a hobby/hobbies [Q14_8] | 13 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To improve the financial condition of associations/organisations [Q14_9] | 13 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To develop the way schools operate/function [Q14_10] | 14 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: To create employment opportunities for art/sports professionals [Q14_11] | 14 |
| What do you think are the most important objectives for the Tampere Afternoon Activity project? Please select the three most important objectives: Other, please specify [Q14_12] . | 15 |
| Afternoon clubs have achieved the most important objectives. [Q15] | 15 |
| Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Financial resources [Q16_1] | 16 |
| Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Time [Q16_2] | 16 |
| Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Flow of information [Q16_3] | 16 |
| Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Practical arrangements [Q16_4] | 17 |
| Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Dynamics of the group [Q16_5] | 17 |
| Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: None of these [Q16_6] | 18 |
| Which factors have hindered the Tampere Afternoon Activity project from achieving the objectives: Other, please specify [Q16_7] | 18 |

| | |
|---|----|
| Bullying has decreased due to the Tampere Afternoon Activity project [Q17] | 18 |
| Motivational climate in the school has improved as a result of the Tampere Afternoon Activity project [Q18] | 19 |
| New inter-class friendships have been formed as a result of the Tampere Afternoon Activity project [Q19] | 19 |
| The relationships between teachers and pupils have improved as a result of the Tampere Afternoon Activity project [Q20] | 20 |
| Club/afternoon activities organised by the school are a means of early intervention and preventing social exclusion [Q21] | 20 |
| Club/afternoon activities organised by the school are of equal quality to club/afternoon activities organised elsewhere [Q22] | 21 |
| Tampere Afternoon Activity project has strengthened the sense of community and belonging in the school [Q23] | 21 |
| Well-being at work has improved as a result of the Tampere Afternoon Activity project [Q24] | 22 |
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