

A SURVEY OF STUDENT SERVICES
AT THE HIGH SCHOOL LEVEL

By

VARNA MARIE JACKSON HOOPER

Bachelor of Arts in Education
Central State University
Edmond, Oklahoma
1968

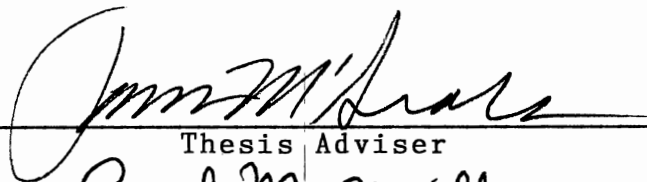
Master of Education
Central State University
Edmond, Oklahoma
1973

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 1988

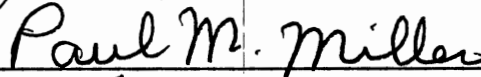
Thesis
1988D
H7885
COP.2

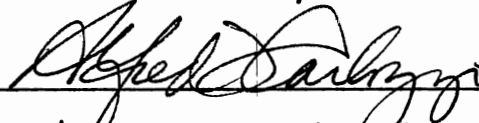
A SURVEY OF STUDENT SERVICES
AT THE HIGH SCHOOL LEVEL

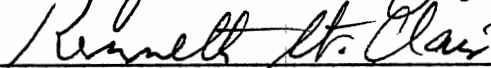
Thesis Approved:

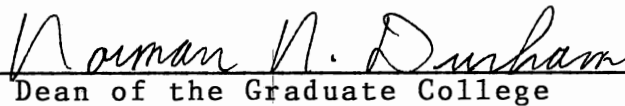


Thesis Adviser









Dean of the Graduate College

ACKNOWLEDGEMENTS

I greatly appreciate the advisement of my committee members: Dr. James Seals, chairman, for his proposing that I do this study; Dr. Kenneth St. Clair for his wise counsel; Dr. Albert Carlozzi for his valuable time; and Dr. Paul Miller for his statistical assistance.

I am sincerely grateful to the administrators, teachers, counselors, support personnel, and students for their cooperation. Without it, this study could not have been done.

The encouragement and support of family and friends have been the impetus to overcome obstacles encountered along the way. To them I am enormously indebted.

To my husband and friend, Jerry, I thank for his generous understanding, support, and encouragement throughout the years of this undertaking. The goal might have been impossible without it.

To God I give thanks for giving me the courage and determination to persevere.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purpose of the Study	3
Statement of the Problem	3
Research Questions	3
Significance of the Study	4
Limitations of the Study	4
Definitions of Terms	5
Summary	6
II. REVIEW OF THE LITERATURE	7
Cocurricular Activities	9
Guidance and Counseling Services	11
Leadership Activities	15
Related Services	17
Summary	21
III. METHODOLOGY	22
Subjects	22
Instrument	22
Design and Procedure	24
Data Analysis	26
Summary	27
IV. RESULTS	28
Results	28
Summary	46
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	48
Summary of Study	48
Conclusions of Study	49
Discussion	51
Recommendations	53
Summary	53

	Page
REFERENCES	55
APPENDIX A - PERMISSION LETTER FOR THE STUDY	59
APPENDIX B - STUDENT PARTICIPATION LETTERS	61
APPENDIX C - PARENT PERMISSION LETTER AND FORM	66
APPENDIX D - SECONDARY SCHOOL STUDENT SERVICES SURVEY QUESTIONNAIRE	75

LIST OF TABLES

Table		Page
I.	Frequency, Percentage, and Rank of Services Used	29
II.	Percentages of Services Used by Classification	30
III.	Services Used Ranking by Classification	31
IV.	Percentages and Rank of Service Used by Gender	32
V.	Overall Means of Sums and Rank of Service Categories	34
VI.	Chi-Square Analysis of Nonsignificant Category Items by Gender	35
VII.	ANOVA Summary Table for Bus Objective B by Classification	37
VIII.	ANOVA Summary Table for Food Objective A by Classification	37
IX.	ANOVA Summary Table for Library Objective A by Classification	38
X.	ANOVA Summary Table for Library Objective C by Classification	38
XI.	ANOVA Summary Table for Library Objective E by Classification	39
XII.	ANOVA Summary Table for Clubs Objective A by Classification	39
XIII.	ANOVA Summary Table for Dances Objective B by Classification	40
XIV.	ANOVA Summary Table for Parking Objective E by Classification	40
XV.	ANOVA Summary Table for Bus Transportation Objective D by Gender	41

Table	Page
XVI. ANOVA Summary Table for Food Objective D by Gender	41
XVII. ANOVA Summary Table for Counseling Objective B by Gender	42
XVIII. ANOVA Summary Table for Counseling Objective C by Gender	42
XIX. ANOVA Summary Table for Peer Tutoring Objective A by Gender	43
XX. ANOVA Summary Table for Dances Objective A by Gender	43
XXI. ANOVA Summary Table for Music Objective A by Gender	44
XXII. ANOVA Summary Table for Music Objective C by Gender	44
XXIII. ANOVA Summary Table for Music Objective E by Gender	45

CHAPTER I

INTRODUCTION

Student services have long been an integral part of secondary schools throughout the United States. Such services include nonacademic activities provided by the school system, primarily for the benefit of students. Included among these services are transportation, cafeteria, nurse, library, counseling and guidance, parking facilities, and athletic, social, and leadership functions. Depending on the size of the school, its finances, and scope in providing extracurricular services for students, each system establishes services it considers of value in supplementing the students' secondary school experience.

The significance of student services in the educational program is reflected in student interest and participation and administrative and faculty support. In order to determine the relevance of services offered, if objectives are being met, and who and how many are participating in each service, an evaluation should be made within the school. Results can give administrators and teachers identifiable areas for improvement.

While encompassing many traditional extracurricular activities oriented toward the needs and interests of secon-

dary students, student services cover a broad spectrum of services applicable to a particular school situation. For the purpose of this study, the 18 student services being investigated are clustered under four basic headings as follows:

1. Cocurricular Activities, which include dances, competitive events, music/drama productions, and student publications,

2. Guidance and Counseling Services, which include counseling, college/career guidance, new-student orientation, peer tutoring and counseling, and student rap room,

3. Leadership Activities, which include clubs, assemblies, and citizenship awards, and

4. Related Services, which include food, library, nurse, bus transportation, and student parking.

Participation is voluntary and not particularly limited by social, financial, or academic status, although a study by Haensly, et al., (1986) that included the "degree of relationship between academic performance and extracurricular participation" (p. 113) found that "in each type of activity, with the exception of Career Activities, a greater percentage of low achieving students reported no participation than did high achieving students" (p. 115).

Also, in a study on perceptions of student activities by Allen and Gansneder (1976), results indicated that "financially poor" students may not participate in organizations because of activity dues. Seventy-five percent

felt that transportation problems limited participation for many students.

Purpose of the Study

The primary intent of this study was to develop, administer, and evaluate an instrument to gain student input regarding school-provided student services in a secondary school. Now that many schools are being subjected to decreased operating budgets, the importance of service evaluation is greater than ever. Optimum use of time and finances can be enhanced by a thorough examination of the overall service program. By determining by whom and to what extent specific services are being utilized and if objectives are being met, administrators can identify trends in the program and areas for improvement or elimination of services.

Statement of the Problem

How do students perceive selected nonacademic programs in a large suburban high school?

Research Questions

The specific questions to be investigated in this study are as follows:

1. Are there any significant differences among freshman, sophomore, junior, and senior participation in student services as measured by the Secondary School Student

Services Survey?

2. Are there any significant differences between male and female participation in student services as measured by the Secondary School Student Services Survey?

3. Are there any significant differences by grade level classification of perception of services objectives as measured by the Secondary School Student Services Survey?

4. Are there any significant differences by gender of perception of services objectives as measured by the Secondary School Student Services Survey?

Significance of the Study

The development of an instrument to survey a secondary school student services program represents an effort to provide a practical means by which administrators and teachers can evaluate the relevance and extent of use of the nonacademic services offered in their particular educational setting. In adapting the survey to a specific school, objectives will be written in systems where none are now available. Elimination or implementation of services for the next school year may be an outcome of the survey results.

Limitations of the Study

The primary limitation of this study is that the conclusions are directly applicable only to the students associated with the school at which the study was done.

Identified services and their objectives evaluated in this study are limited to the services offered by the school of interest and may not be generalized to other schools' services programs. This study is limited to one suburban public high school and may not be generalized to other schools or populations.

Definition of Terms

In an attempt to avoid ambiguities, the following terms are defined to accommodate the specific nature of the study:

Secondary School: This term refers to a school with grades 9 through 12 that is operated by state and local boards of education.

Students: These are persons attending a secondary educational institution.

Administrators: These are the certified educational personnel in the high school who are responsible for the management and direction of the school, teachers, and students.

Teachers: The certified educational personnel employed in an official capacity for the purpose of instructing students in the high school are defined as teachers.

Services: Any nongraded or noncredited functions or facilities provided by the school system for the primary benefit of its students are considered services.

Extracurricular: Those services, activities, and functions not a part of the courses of study offered in the

high school, are considered extracurricular.

Summary

Chapter I has presented the purpose of the study. It has made a statement of the problem, along with a discussion of the significance and limitations of the study. In addition, research questions have been given, as well as the definitions of the key terms that are used in this study.

CHAPTER II

REVIEW OF THE LITERATURE

Research related to a comprehensive secondary school-provided student services program appears limited in number and depth. Most of the literature is related to extracurricular activities that "include out-of-class pursuits - - - in which students participate in selection, planning, and control" (Frith and Clark, 1984, p. 325).

Haensly, Lupkowski, and Edlind (1986) reported that activities should be chosen by students, not imposed by adults. Participation provides the opportunity for students to learn to communicate, which contributes to their learning necessary social and civic responsibilities.

Citing the school community "as a bridge between the family of childhood years and the society of adulthood," Haensly, et al., (1986) stated that peer interaction takes place whether it is part of a school activity or not. Through peer socialization students learn about self-concept, choices, success or failure, and social involvement or isolation.

Services are primarily designed for the students, the ultimate consumers of educational functions. Concerning the extracurricular segment of the educational setting, Vornberg

(1980) reported that "large amounts of time and effort on the part of students, faculty, and administration are poured into these activities" (p. 83).

In addition, Marano (1985) stated that a school activities program provides opportunities for students to mature socially. Through participation in activities, students learn to organize and lead and have a chance to gain recognition.

Mendez (1984) reported that research supports the theory that student involvement in cocurricular activities is the characteristic most commonly shared by successful people. Therefore, he believes that cocurricular activities contribute to the overall learning program.

In a study conducted by Bourgon (1967), the theory that girls participated in extracurricular activities more than boys was supported. In fact, girls, on the average, participated more than boys two to one.

This theory was supported in a report on activities done by Gholson and Buser (1981). In an Illinois school survey, females participated more than males in all activity areas except athletic/sport and hobby/leisure categories.

Increasing costs to implement and maintain services has an impact on the number and extent of services offered. The target school's services and the research reviewed are as follows:

Cocurricular Activities

Marano (1985) stated that student activities should be considered cocurricular, not extracurricular, because they supplement academics to "make up the total school curriculum which is designed to teach students skills and abilities they will need to function successfully in society" (p. 2). The cocurricular activities in this section of a review of the literature will include competitive athletic events, school dances, music and drama productions, and student publications.

According to Wicker (1969), participation in athletic contests and dramatic productions, as well as other events, depends more on the student's ability rather than interest. He suggested that intramural athletic contests and music and drama productions, based on students' interests and presented to the entire student body, would increase the number of student participants.

Dawis and Sung (1984) supported this idea in a study investigating the relationship of student participation in school activities to abilities and interests. They found that "participation appeared to be related more to interests than to abilities" (p. 167).

Tenoschok (1981, p. 32) stated that intramurals, unlike intermurals, "provide for the needs, wants and interests of all students." Student involvement and its benefits are key components in promoting a successful intramural program, according to Maas (1980).

Scott and Damico (1983), in a study on extracurricular activities and interracial contact, found that important opportunities for cross-race contact are provided through school activities. As a result of a later study in 1984 (Damico and Scott), they suggested that activities that require restrictive criteria should be discouraged and, instead, those activities that promote equal status contact should be encouraged.

An activity area that also can promote positive attitudes is in the social activities of a school, such as school dances. To combat the apprehension associated with school dances when students often use alcohol and other drugs then drive late at night, one high school initiated a plan that provided activities and transportation (Sullivan, 1986). For a fee couples participated in planned, supervised activities that began with dinner before the dance and ended with breakfast the next morning. Student participation increased, and in a survey a week later 88 percent rated the night favorably. Seventy-three percent favored continuing the event.

Another area of activity related to interests is student publications. Karlin and Berger (1971) saw this area as an opportunity for communication between students as well as within-school communication. Bernagozzi (1983) viewed the newspaper as a way to teach language skills and as a form of personal recognition for the student.

Guidance and Counseling Services

The public high school in this study has one counselor assigned fulltime to a college/career guidance center. Based on a study done by Wells and Ritter (1979), 78 percent of the students sampled would go to a career center for career information, 52 percent for job information, 29 percent for career or college major assistance, and 27 percent to get guidance information for choosing a college. Only 21 percent of the respondents in the study would go to a counselor "when they have a problem with a friend, have a question about sex, have a personal problem, or when they are in serious trouble." Wells and Ritter attributed the percentage differences to "a function of students' needs and perceptions of a counselor's role at a particular time in their high school career." They saw the role of the college/career counselor established early in students' minds.

Even though students are the ultimate consumers of secondary school counseling programs, they have little input into how they are established (Leviton, 1977). He found in a study that 84 percent of the students had contact with a counselor within the eight months prior to the study. The study showed that the most important counselor function in meeting student needs was program planning, followed by post-high school planning, academic problems, and career information.

A study conducted by VanRiper (1971) found that help with personal problems was not clearly identified by the

students participating in the study as a function of the school counselor. Wells and Ritter (1979) believed "that the view students have of counselor role and duties is highly influenced by that to which they've been exposed" (p. 175).

Muro and Revello (1970), as a result of a study which included students' perception of guidance services, believed that counselors need to communicate effectively the nature of their duties to students. They found discrepancies between student and counselor perceptions of counselor functions.

Samuels and Fain (1977) reported a study found that students would rather go to peers with personal or social problems. Peer counseling programs are organized to capitalize on "the idea that young people communicate with their peers" (Steinhausen, 1983, p. 7).

A peer counseling program brings students together "to facilitate effective personal decision making" (Samuels and Fain, 1977, p. 44). This can be accomplished in a variety of ways.

One available peer counseling program study found that formal versus informal student contact made a difference in why students sought peer help (Fink, et al., 1978). Formal contacts, those made through the program's referral system, tended to focus primarily on academic problems. Informal student contacts, those mostly self-referred, have more focus on personal problems and were less threatening to the

student client.

Blain and Brusko (1985) described a program that was based on an "open" and "closed" concept. The open model trained students to help students with personal problems. The closed model trained troubled students to help themselves. As a result of this program, those students who would not normally ask for help were assisted, as well as those students who "have their act together" (p. 116) who gained personally from being involved in the program as peer counselors.

Fink, et al., (1978) saw peer counseling as having "potential positive effects" (p. 80) on the whole school. "As more students are trained and model supportive interpersonal skills in their relationships with peers, a school-wide network of sensitive and empathic students may be created" (p. 80).

"The most underused education resources in our schools are the students," according to Lynn (1986, p. 62). Peer tutoring is a means to utilize this resource. Johnson and Johnson (1985) felt that cooperative versus competitive learning experiences tend to promote learning, motivation, positive attitudes, self-esteem, caring among students, and greater acceptance of individual differences.

One program discussed by Lynn (1986) implemented a Peer Resource Center, which was located in the school library. Academically strong seniors, trained as peer tutors/counselors, staffed the center each class period. They were

also available before and after school on a voluntary basis. The program also provided "long-term tutoring for students through a peer tutoring assignment system" (p. 63).

Another method of utilizing peer help is through student "rap" sessions in a room designated for "informal conversations of youth who are confronting significant concerns" (Collison and Gabrielson, 1972, p. 180). Their study reported that students responded favorably to Rap Room participation. In addition, the study indicated that there was no necessity to provide rap sessions by grade level or gender.

Usually supervised by trained student counselors, in addition to school personnel, such as teachers and counselors, schools implementing the service have done so for various reasons. Dias and Main (1972) saw rap rooms "as places where students can go to relate on a personal level with their peers and their counselors" (p. 54). Drug abuse and racial conflict prompted the establishing of rap rooms in some California schools, according to Dias and Main.

Peers can also be instrumental in orientating new students to a school. Warchol (1979) felt that most school orientation procedures are inadequate. Havelka (1978) agreed that student orientation, having the potential for improving relationships between students and school personnel, is not utilized adequately for assisting students in adjusting to a new environment.

Cornille, Bayer, and Smyth (1983) reported that "many

new students find the second and third weeks in the new school the hardest" (p. 234). They believed that most new students are adjusted after these initial few weeks, eliminating the need for long-term orientation programs such as newcomer clubs, which might impede the student's integration into the system.

Fall orientation, buddy systems, and orientations during the year for incoming students are basic types of orientation programs (Cornille, Bayer, and Smyth, 1983). They viewed the buddy system as a valuable way to lessen a new student's first day stress, especially during the lunch period, which was reported by counselors to be a difficult time.

Huey (1985) pointed out that "the emotional strain in changing schools is lessened and adjustment to the new school occurs more quickly if students know they are welcome and are among people who care about them" (p.3). Scott (1984) believed students helping students through a welcoming committee develops leadership skills and school pride.

Leadership Activities

School assemblies, traditionally planned and directed by administrators and teachers, should be planned and managed with student assistance, according to Clotz and Kwiecien (1979). This view was also held by Beach (1979), who stated that administrators and teachers should seldom occupy the stage at assemblies.

Hollen (1984) reported that teachers often view assemblies as unnecessary intrusions into valued instructional time. He stated that properly selected assemblies are valuable instructional aids and supplements to classroom learning. This view was supported by Beach (1979), who stated that assemblies should be an extension and enrichment of the classroom and integrated into the scheme of the entire school. He believed that "the assembly program has a real contribution to make to the educational program of the school" (p. 107).

McNamara and McNamara (1983) reported that assembly programs are an ideal means for educating students in acceptable behavior choices. They felt that skits dealing with various problem situations would be effective in helping students learn appropriate alternatives to problem situations.

In addition to being a positive, unifying activity for the school community, Beach (1979) stated that assemblies provide opportunities for students to practice good citizenship. It is also an excellent forum for students to observe good citizenship.

In addition to assemblies as opportunities for good citizenship to be practiced and observed, the school under study encourages good citizenship by presenting good citizenship awards to students for thoughtful consideration and behavior toward others. Awards are given also to students who exhibit courage and perseverance in facing obstacles and

who are an inspiration to others. These students are identified by the administrators, teachers, and students.

Related Services

School food service, one of five related services offered by the school in this study, is, according to DeRoche and Kaiser (1980), "much more than simply getting the lunch out on time" (p. 215). They viewed the cafeteria as "the center of much student socialization, communication, health maintenance, and development of morals and discipline" (p. 215).

One school increased student participation by 50 percent and revenues by 100 percent after the cafeteria was transformed into a "campus inn." The various serving areas were given appropriate names, the dining areas were made attractive with wall graphics, booths were installed in addition to tables and chairs, and a landscaped courtyard with picnic tables for outdoor eating was provided.

In meeting the nutritional needs of students to promote better health, requirements of the National School Lunch Program specify that meat, vegetables and fruits, bread, and milk must be served. These foods contribute to meeting the Recommended Daily Allowances (RDA) and supply needed nutrients and energy, according to Dutcher (1985).

An allied service is provided by the school nurse. A school's health program, according to Wold (1981), generally functions to provide (1) a safe and healthful environment,

(2) health education, and (3) services to the students and school personnel.

Previous studies have found that the most frequent complaint high school students have when visiting the school nurse is headache, McKevitt, et al., (1977) reported. Also, they stated that female students visit more frequently than male students. They also revealed that "among high school students more frequent visiting was related to lower academic achievement, more hours of outside employment, low participation in school activities, high absenteeism, and higher likelihood of school dropout" (p. 275).

Resnick, Blum, and Hector (1980) found that the students participating in their study held school nurses in low esteem. They suggested greater participation with students, visibility, and publicity would help to alleviate the students' negative perceptions of the school nurse and the health services. According to DeRoche and Kaiser (1980), education and physical and mental health are mutually dependent.

Libraries also have a role to play in education. According to Offerman (1978), the value of library materials can be measured by use. She believed that libraries should provide library instruction in classrooms in order to make students and teachers aware of resource material.

An equally important role is that of the school bus driver who has a responsibility for the success of the transportation program, according to Farmer (1975). He

viewed punctuality in meeting schedules, loyalty in carrying out policies, competency in bus operation, and proficiency in public relations as prerequisites for success in providing transportation services. Even though the transportation supervisor assumes the major responsibility for the service, the quality of the transportation personnel assures the success or failure of meeting the objectives of transportation services, which, according to Farmer, are safety, economy, adequacy, and efficiency.

Many school districts establish policies that bus drivers follow concerning pupil discipline. These can involve a first phase reprimand to a final phase suspension from bus service, depending on the number of disturbances the student has created, according to a spokesman, Dave Douglas (1987), for a school district. To assist school bus drivers to be effective managers of student behavior, some districts provide training in assertive discipline, according to Canter (1987).

For those students who do not ride the bus but choose to provide their own transportation, the school in the study provides parking areas. All too often the demand for space exceeds the number of parking areas provided. Many junior and senior students must furnish their own transportation to go to after-school jobs.

One common and frequently used method of research is the use of a survey. The technique dates back to the Old Testament, Numbers 26:1-2, when Moses and Eleazar were told

by the Lord to take a census in Israel (Babbie, 1986). George Gallup, utilizing his "Gallup Poll," is probably the most widely known surveyer of today.

For the purpose of collecting original data for describing a large and accessible population that has the information of interest, a valid, reliable questionnaire survey must be designed. In order to optimize the response rate of subjects, careful consideration should be given to the questionnaire format, which should be spread out and uncluttered, according to Babbie (1986). In addition, he found that boxes, adequately spaced apart, are the best method to use to elicit one response from a series. Clear instructions are essential and introductory comments are used where appropriate (Babbie, 1986).

The school survey may involve one or several schools in a particular system. It is generally used for the purpose of evaluation or for assessment and recommendation of needs. It is efficient, requires less time and expense than other means of research, and the return rate is high when the questionnaire is administered to a group of subjects gathered in a school setting (Gay, 1981).

The standardization of the data collected represents a special strength of questionnaire survey research, according to Babbie (1986). As a consequence of those findings, those considerations were utilized when developing the questionnaire survey for this study.

Summary

Since no studies were found which investigated the all-inclusive services a particular school offers in its program, Chapter II has presented a review of the literature that focused primarily on the traditional extracurricular activities offered to high school students. The services of interest have been clustered under four basic area headings for the purpose of this study.

Survey research, the method of investigation, has utilized the questionnaire format. Considerations for instrument construction have been reviewed and a rationale for its use has been given. The adaptability of the survey to a school's particular program makes it useful for establishing objectives, gaining information concerning the services in general, and delineating service areas for improvement or elimination.

CHAPTER III

METHODOLOGY

Subjects

Two hundred and eighty students in grades 9 through 12 participated in the study. The students attend a suburban public high school located on the periphery of a metropolitan city. The majority of students live in the southern section of the city, which encompasses a large area of the town's school district. The 2,150 high school student population is multi-cultural and, while not limited to any socioeconomic status, is predominately white, middle and upper class. The school system has an excellent academic reputation statewide. Eighty-two percent of the students pursue higher education.

Instrument

The questionnaire survey¹ designed as the instrument for this study was developed to encompass all nonacademic services provided primarily to students at the particular high school whose service program was being examined (see Appendix D). The initial step consisted of services identification, done with the assistance of the principal. Objectives for each service were obtained from each person in charge of

a particular service. The objectives were reviewed by each director and the researcher and reduced to five primary objectives for each service.

After the questionnaire was constructed, the principal and researcher reviewed the instrument format. It was then examined by 12 students, both male and female, who were aides, two each hour, in the counselors' office. The students were asked to look for clarity in words, instructions, and construction.

The questionnaire was revised to incorporate reviewers' suggestions and submitted to the doctoral committee chairman for further suggestions and revision. The doctoral committee reviewed the instrument individually and then collectively with the researcher, approving the final format for the questionnaire as it was used in this study.

Because the questionnaire was designed for a specific purpose and group, face and content validity were determined through judgement. The most viable objectives for each school service were used, constituting item validity since each objective represented a specific measurement in the intended content area.

For the study, the questionnaire was designed to incorporate brevity, uncluttered format, clear instructions, and relevancy to the subjects who were representative of the larger population. The first part of the questionnaire made a statement regarding the purpose of the study. Brief and explicit instructions were given concerning confidentiality,

how to take the survey, gender, and class level.

In Part A of the two part questionnaire, subjects were instructed to place a check before any of the 18 school-provided services they had participated in during the present school year. The second part, Part B, consisted of five objective statements for each of the services listed in Part A. Responding to a four point Likert-type continuum ranging from strongly agree to strongly disagree, each subject was instructed to put a check to indicate the degree of agreement or disagreement with each objective statement. The subjects were instructed to respond only to the objective statements for the services that were checked in Part A. Each response was associated with a point value of one to four, and each subjects' score was determined by summing the point value for each service objective statement checked. The questionnaire took approximately 20 minutes to administer.

Design and Procedure

Permission in writing was granted by the school's administrator in May of 1987 to conduct the study (see Appendix A). The descriptive method of research was used in this study. Random stratified sampling, by grade level and gender, was used to select subjects from the larger population under study.

At the end of the school's first semester, a computer list of all high school students in grades 9 through 12 was

obtained. A number, in consecutive order, was assigned to each student on each grade level list. Using a table of random numbers, 70 students, 35 male and 35 female, were selected from each grade level (approximately 13% of each level), constituting a total sample of 280.

A letter of invitation to participate in the study was delivered during the second week of the second semester by student aides to each randomly selected student (see Appendix C). The letter explained the purpose of the study, the kind of study being conducted, and invited them to assist in the study, assuring each of anonymity. A tear-away section at the bottom of the letter requested that each student willing to participate in the study return it, filled out with name and grade level, to the counselors' office during the class period in which it was delivered.

During the third week of the school's second semester, which began in January, a hall pass for each student who had indicated a willingness to participate in the study and who had returned a signed parental permission form (see Appendix C) was delivered to the student's teacher. During the hour indicated on the pass, the 70 randomly selected students for each grade level were released by their teachers to go to a designated area in the school. Students absent from school that day were administered the questionnaire upon their return to school if they chose to participate in the study and returned the parental permission form.

With the assistance of student aides, who were

instructed in procedure prior to the collection of data, the researcher verified attendance from the compiled grade level lists for administrative purposes, passed out pencils, distributed and collected questionnaires, and examined each for completeness.

In order that no student felt pressure in any way to participate in this voluntary study and so that uniformity of instructions was given to each group, the following statement was read aloud prior to survey administration:

Your assistance in collecting information about student services provided by this school is requested. Your participation is strictly voluntary. The survey instructions ask you to check what services you have participated in this school year. Each service has five objective statements. You are asked to respond to the objective statements of only those services you have participated in this school year. Your name will not be put on the questionnaire so that your responses will remain anonymous. It should take approximately 20 minutes to complete the survey. Even though your input is highly valuable, you may choose to go back to class and not participate in this study.

No students chose not to participate in the study and return to class. Before the questionnaires were handed in, the participants were asked to review them for completeness.

Data Analysis

The statistical technique used in this study to analyze data involved a frequency count of services participated in by students in each grade level and by gender during the current school year. The percentage for each grade level and by gender using each activity was calculated, resulting in a ranking of activities. The overall

means of sums of each service category were obtained to indicate students' degree of agreement or disagreement with each objective statement.

The chi-square test (X^2) was used to compare group frequency distributions of participation in each service by class rank and gender to determine whether frequencies observed were different from the frequencies that would be expected by chance. One-way analysis of variance (ANOVA) was performed on each objective statement to determine whether or not there were significant differences on responses among freshmen, sophomores, juniors, and seniors and between male and female students. The results of this data were summarized in tables showing means, standard deviations, and F-values. If the F-value was significant at .05 Alpha level, the appropriate post hoc test, Tukey's test, was performed.

Summary

This chapter has described the design, procedure, and statistical treatment used in this study. In order to make replication possible in another specific setting, the steps have been as detailed as possible.

CHAPTER IV

RESULTS

This chapter describes the statistical procedures that were used for the data obtained for the study and the results of each analysis. The primary purpose of the study was to develop, administer, and evaluate an instrument to gain student input regarding school-provided student services in a secondary school. Utilization of student services by grade classification and gender was examined as well as students' perception of objectives of the services they participated in during the current school year. Ninety-nine percent (276 of 280 students) participation was achieved from the students and a usable questionnaire rate of 100 percent resulted. The data were examined using the chi-square test, one-way analysis of variance (ANOVA), and Tukey's test as post hoc analysis.

Results

A frequency count of participation in the study by gender resulted in 137 males (49.6%) and 139 females (50.4%). A similar count by grade classification resulted in 70 each of freshmen and sophomores (25.4%), 67 juniors (24.3%), and 69 seniors (25.0%) of the total 280 subjects randomly

selected from the population at large for the study.

Frequency and percentage of participation in the 18 school-provided student services and ranking by grade level utilization of services are reported in Table I.

TABLE I
FREQUENCY, PERCENTAGE, AND RANK OF SERVICES USED

Service	Frequency	Percent	Rank
Bus Transportation	150	54.3	9
Food	223	80.8	3
Nurse	171	62.0	5
Library	254	92.0	1
Counseling	151	54.7	8
College/Career Guidance	81	29.3	13
Clubs	134	48.6	11
New Student Orientation	39	14.1	15
Peer Tutoring	35	12.7	16
Peer Counseling	35	12.7	16
Student Rap Room	13	4.7	18
Citizenship Award	50	18.1	14
Assemblies	240	87.0	2
Dances	152	55.1	7
Competitive Events	188	68.1	4
Music/Drama Productions	141	51.1	10
Student Publications	115	41.7	12
Student Parking	163	59.1	6

Highest percentage = highest rank

Shown in Table II are the percentages of services used

by grade classification.

TABLE II
PERCENTAGES OF SERVICES USED BY CLASSIFICATION

Service	Classification			
	Freshman	Sophomore	Junior	Senior
Bus Trans- portation	40.0	36.0	14.0	10.0
Food	24.2	26.0	23.3	26.5
Nurse	24.0	23.4	24.6	28.1
Library	24.0	26.8	24.0	25.2
Counseling	17.9	23.2	30.5	28.5
College/Career Guidance	1.2	11.1	29.6	58.0
Clubs	14.9	20.1	30.6	34.3
New Student Orientation	17.9	20.5	23.1	38.5
Peer Tutoring	20.0	22.9	22.9	34.3
Peer Counsel- ing	37.1	17.1	20.0	25.7
Student Rap Room	15.4	23.1	15.4	46.2
Citizenship Award	12.0	26.0	30.0	32.0
Assemblies	25.4	26.3	23.8	24.6
Dances	25.7	23.7	26.3	24.3
Competitive Events	25.5	26.1	23.4	25.0
Music/Drama Productions	26.2	28.4	22.0	23.4

TABLE II (Continued)

Student Publications	21.7	24.3	23.5	30.4
Student Parking	3.1	20.9	35.6	40.5

Reported in Table III are the ranking of services used based on grade classification percentages.

TABLE III
SERVICES USED RANKING BY CLASSIFICATION

Service	Classification			
	Freshman Rank	Sophomore Rank	Junior Rank	Senior Rank
Bus Transportation	1	1	17	17
Food	7	6	12	10
Nurse	8	9	7	9
Library	8	3	8	12
Counseling	11	10	3	8
College/Career				
Guidance	15	17	5	1
Clubs	13	15	2	5
New Student				
Orientation	11	14	13	4
Peer Tutoring	10	12	14	5
Peer Counseling	2	16	15	11

TABLE III (Continued)

Student Rap Room	12	11	16	2
Citizenship Award	10	6	4	6
Assemblies	6	4	9	14
Dances	4	8	6	15
Competitive Events	5	5	10	13
Music/Drama				
Productions	3	2	15	16
Student Publications	9	7	11	7
Student Parking	14	13	1	3

Number 1 = highest rank

Reported in Table IV are the percentages by gender of services participation as well as service ranking.

TABLE IV
PERCENTAGES AND RANK OF SERVICE USED BY GENDER

Service	Gender		Rank	
	Male	Female	Male	Female
Bus Trans- portation	52.7	47.3	2	17
Food	48.0	52.0	8	11
Nurse	44.4	55.6	12	7
Library	50.4	49.6	5	14
Counseling	49.0	51.0	6	13

TABLE IV (continued)

College/Career				
Guidance	48.1	51.9	7	12
Clubs	39.6	60.4	15	4
New Student				
Orientation	41.0	59.0	14	5
Peer Tutoring	33.3	66.7	17	2
Peer Counseling	25.0	75.0	18	1
Student Rap				
Room	57.1	42.9	1	18
Citizenship				
Award	46.0	54.0	10	9
Assemblies	47.5	52.5	9	10
Dances	45.4	54.6	11	8
Competitive				
Events	51.1	48.9	4	15
Music/Drama				
Productions	36.9	63.1	16	3
Student Pub-				
lications	41.7	58.3	13	6
Student Parking	51.8	48.2	3	16

Highest percentage = highest rank

Shown in Table V are the overall means of sums of each service category, obtained from summing the response for each service objective (a+b+c+d+e), which results in a ranking of services according to students' degree of agreement or disagreement with each objective statement based on a four point Likert-type continuum ranging from strongly agree to strongly disagree.

TABLE V
OVERALL MEANS OF SUMS AND RANK OF SERVICE CATEGORIES

Service	Mean	Rank
Bus Transportation	14.215	15
Food	13.342	17
Nurse	15.865	6
Library	15.480	8
Counseling	14.993	14
College/Career Guidance	16.228	3
Clubs	16.173	4
New Student Orientation	15.105	12
Peer Tutoring	16.118	5
Peer Counseling	16.273	2
Student Rap Room	14.000	16
Citizenship Award	15.531	7
Assemblies	15.151	11
Dances	15.377	10
Competitive Events	17.333	1
Music/Drama Productions	15.064	13
Student Publications	15.474	9
Student Parking	12.116	18

Highest mean = most positive perception of service

If the groups in the study were essentially the same by grade classification and gender, it would be expected that an equal number of freshmen, sophomores, juniors, and seniors, as well as males and females, would respond to the four choices of degrees of agreement or disagreement for each service objective. Students' response frequency to each service objective were obtained.

To determine whether frequencies observed were different from frequencies expected by chance on each item in each

category, the chi-square test (X^2) was used to compare group frequency distributions by classification and gender. All areas by gender resulted in a significant difference between male and female ($p. < .05$) except those reported in Table VI.

TABLE VI
CHI-SQUARE ANALYSIS OF NONSIGNIFICANT
CATEGORY ITEMS BY GENDER

Service	Item	Objective
College/Career Guidance	b	provided information for college planning
College/Career Guidance	c	provided opportunity to gain information about occupational interests
Clubs	a	provided opportunities to develop desirable social attitudes in order to interact effectively with both large and small social groups

TABLE VI (Continued)

Clubs	c	provided opportunities for students to share responsibilities for selecting, organizing, and evaluating the activities and outcomes
Student Rap Room	a	provided a place for students to discuss concerns
Dances	b	provided opportunities to develop social etiquette
Competitive Events	a	provided a wholesome fellowship among the student body
Student Parking	b	provided safe areas for vehicles

The chi-square test by classification on each item in each category resulted in a significant difference on each item, indicating a significant deviation between observed and expected frequencies ($p. < .05$).

One-way analysis of variance (ANOVA) was performed on each service item to determine if there were significant differences on responses by grade classification and gender. Significant differences by classification were found on eight items among six categories (see Tables VII through XIV). Significant differences were found by gender on nine items among six categories (see Tables XV through XXIII).

TABLE VII
ANOVA SUMMARY TABLE FOR BUS OBJECTIVE*
B BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Square	F Ratio
Between Groups	3	3.9826	1.3275	3.7916
Within Groups	145	50.7690	.3501	
Total	148	54.7517		

Significant, $p. < .05$

*provided a safe means of transportation to and from school
Juniors > freshmen

TABLE VIII
ANOVA SUMMARY TABLE FOR FOOD OBJECTIVE*
A BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	3.6580	1.2193	2.9646
Within Groups	218	89.6618	.4113	
Total	221	93.3198		

Significant, $p. < .05$

*provided a good quality of food
Juniors > seniors

TABLE IX
ANOVA SUMMARY TABLE FOR LIBRARY
OBJECTIVE* A BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	5.0041	1.6680	4.0281
Within Groups	251	103.9371	.4141	
Total	254	108.9412		

Significant, $p. < .05$

*provided materials to extend the range of learning

Sophomores > juniors

TABLE X
ANOVA SUMMARY TABLE FOR LIBRARY
OBJECTIVE* C BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	7.2052	2.4017	4.3747
Within Groups	250	137.2514	.5490	
Total	253	144.4567		

Significant, $p. < .05$

*provided audio visual material

Sophomores > juniors

TABLE XI
ANOVA SUMMARY TABLE FOR LIBRARY
OBJECTIVE* E BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	7.2052	2.4017	4.3747
Within Groups	250	137.2514	.5490	
Total	253	144.4567		

Significant, $p. < .05$

*instructed students to use resources

Sophomores > seniors

TABLE XII
ANOVA SUMMARY TABLE FOR CLUBS
OBJECTIVE* A BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	2.9395	.9798	2.8004
Within Groups	129	45.1357	.3499	
Total	132	48.0752		

Significant, $p. < .05$

*provided opportunities to develop desirable social attitudes in order to interact effectively with both large and small social groups

Juniors > seniors

TABLE XIII
ANOVA SUMMARY TABLE FOR DANCES
OBJECTIVE* B BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	5.0486	1.6829	2.9202
Within Groups	147	84.7130	.5763	
Total	150	89.7616		

Significant, $p. < .05$

*provided opportunities to develop social etiquette

Freshmen > juniors

TABLE XIV
ANOVA SUMMARY TABLE FOR PARKING
OBJECTIVE* E BY CLASSIFICATION

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	3	10.9426	3.6475	3.6925
Within Groups	160	158.0514	.9878	
Total	163	168.9939		

Significant, $p. < .05$

*provided restricted grade level parking

Freshmen > seniors

TABLE XV
ANOVA SUMMARY TABLE FOR BUS TRANSPORTATION
OBJECTIVE* D BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	2.6980	2.6980	4.2162
Within Groups	147	94.0671	.6399	
Total	148	96.7651		

Significant, $p < .05$

*provided an opportunity to develop appropriate conduct on buses

Female > male

TABLE XVI
ANOVA SUMMARY TABLE FOR FOOD
OBJECTIVE* D BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	1.6128	1.6128	3.9106
Within Groups	220	90.7340	.4124	
Total	221	92.3468		

Significant, $p < .05$

*served an adequate quantity of food to the student

Female > male

TABLE XVII
ANOVA SUMMARY TABLE FOR COUNSELING
OBJECTIVE* B BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	2.5851	2.5851	5.0960
Within Groups	150	76.0925	.5073	
Total	151	76.6776		

Significant, $p. < .05$

*assisted in improving communication skills

Female > male

TABLE XVIII
ANOVA SUMMARY TABLE FOR COUNSELING
OBJECTIVE* C BY GENDER

Source	Degrees of Freedom	Sums of Squares	Means Squares	F Ratio
Between Groups	1	2.9765	2.9765	5.1998
Within Groups	150	85.8656	.7524	
Total	151	88.8421		

Significant, $p. < .05$

*provided assistance with course selection

Female > male

TABLE XIX
ANOVA SUMMARY TABLE FOR PEER TUTORING
OBJECTIVE* A BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	1.1141	1.1141	5.0063
Within Groups	32	7.1212	.2225	
Total	33	8.2353		

Significant, $p. < .05$

*provided assistance in different subjects

Female > male

TABLE XX
ANOVA SUMMARY TABLE FOR DANCES
OBJECTIVE* A BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	2.7043	2.7043	5.1633
Within Groups	149	78.0375	.5237	
Total	150	80.7417		

Significant, $p. < .05$

*provided opportunities for desirable association of the two sexes

Male > female

TABLE XXI
ANOVA SUMMARY TABLE FOR MUSIC
OBJECTIVE* A BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	3.4934	3.4934	5.8654
Within Groups	138	82.1923	.5956	
Total	139	85.6857		

Significant, $p. < .05$

*provided an adequate number of productions

Female > male

TABLE XXII
ANOVA SUMMARY TABLE FOR MUSIC
OBJECTIVE* C BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	3.5497	3.5497	5.2005
Within Groups	138	94.1932	.6826	
Total	139	97.7429		

Significant, $p. < .05$

*provided students with adequate information for auditioning
for productions

Female > male

TABLE XXIII
ANOVA SUMMARY TABLE FOR MUSIC
OBJECTIVE* E BY GENDER

Source	Degrees of Freedom	Sums of Squares	Mean Squares	F Ratio
Between Groups	1	2.6380	2.6380	5.8814
Within Groups	138	61.8977	.4485	
Total	139	64.5357		

Significant, $p. < .05$

*provided an adequate variety of productions

Female > male

An inspection of the data in relation to research question one indicates that there were significant differences among freshman, sophomore, junior, and senior participation in student services (see Table II). The percentage range was 1.2 percent for freshman use of college/career guidance to 58.0 percent for senior use.

According to data results, there were significant differences between male and female participation in student services (see Table IV). Female participation was higher than male participation in 13 of the 18 services. Percentages ranged from 25.0 percent male participation in peer counseling to 75.0 percent female participation in peer counseling; therefore, research question two was answered.

Significant differences were found in grade classification in perception of services objectives. In reference to research question three, it was found that, overall, sophomores and juniors have a more positive perception of services objectives in those items where significant differences were found. Freshmen were more positive on two service objective, dances b and parking e. Seniors were found to be less positive than freshmen, sophomores, and juniors on all objective statements where significant differences were found (see Tables VII through XIV).

The data showed, in relation to question four, that females were more positive than males in their perception of services objectives where significant differences were found. Males were more positive on only one objective statement, dances b, which dealt with opportunities to develop social etiquette (see Tables XIV through XXIII).

The reliability of the questionnaire was established through results of the study. Test format, length, and time to administer the survey contributed to a very high percentage of usable questionnaires. No correlation coefficient was established through the test-retest method, but results of the study would indicate that the questionnaire would yield consistent results.

Summary

The results of data analysis in relation to the four research questions examined in this study were presented in

this chapter. Significant differences were found in participation of student services by grade classification and by gender. The results indicate that in perception of services objectives, sophomores and juniors generally held more positive attitudes than freshmen and seniors. Females were more positive than males on all but one of the nine service objectives where significant difference was found.

The findings of the study would indicate that an activities director to coordinate and involve more students in activities should be considered. Inservice training in leadership skills for activities sponsors and officers should be conducted so that more students would be encouraged to participate in the extracurricular activities. Evaluation of each service should be made to determine areas for improvement, and more publicity of services and better communication to the students of service opportunities should be undertaken.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Study

The purpose of this study was to develop, administer, and evaluate an instrument to gain student input regarding school-provided student services in a secondary school. Eighteen extracurricular services were identified at the high school in the study and five objective statements for each service were formulated. The study investigated whether there were any significant differences by grade classification and gender of participation in the student services. In addition, an investigation was made to determine whether significant differences existed by grade classification and gender in perception of services objectives.

Two hundred and eighty subjects participated in the study. Female participation was 139 (50.4%) and male participation was 137 (49.6%). The number and percentage for grade classification were freshmen and sophomores, 70 each (25.4%); juniors 67 (24.3%); and seniors 69 (25.0%).

In May, 1987, permission was granted to conduct the study in the school of interest (see Appendix A). Since the data collected were based on the current school year, the

questionnaire survey was not given until after the first semester of school ended in January, 1988. Letters were given to each randomly selected subject (see Appendix B), 35 males and females from each grade level, explaining the purpose and significance of the study and requesting their participation. Parental permission forms were returned by those subjects wishing to participate (see Appendix C).

Data collection was made on one day during each hour of the school's six period day. Students absent that day were administered the questionnaire (see Appendix D) upon their return to school. The response rate for all of the subjects in the study was 99 percent with a usable questionnaire rate of 100 percent. The statistical tests used to analyze the data were the one-way analysis of variance, Tukey's test, and the chi-square test.

Conclusions of Study

The research questions examined in this study are as follows:

1. Are there any significant differences among freshman, sophomore, junior, and senior participation in student services as measured by the Secondary School Student Services Survey?

2. Are there any significant differences between male and female participation in student services as measured by the Secondary School Student Services Survey?

3. Are there any significant differences by grade

classification of perception of services objectives as measured by the Secondary School Student Services Survey?

4. Are there any significant differences by gender of services objectives as measured by the Secondary School Student Services Survey?

The results of the analysis of the data are as follows:

1. There were significant differences among freshman, sophomore, junior, and senior participation in student services (see Table II). Freshmen use college/career guidance and student parking less (1.2% and 3.1%) than sophomores (11.1% and 20.9%), juniors (29.16% and 35.6%), and seniors (58.0% and 40.5%). Bus transportation is used by freshmen (40.0%) more than sophomores (36.0%), juniors (14.0%), or seniors (10.0%).

Sophomores use college/career guidance more (11.1%) than freshmen (1.2%), but less than juniors (29.6%) and seniors (58.0%). Sophomores (36.0%) use bus transportation more than juniors (14.0%) or seniors (10.0%) but less than freshmen (40.0%).

Juniors use bus transportation less (14.0%) than freshmen (40.0%) and sophomores (36.0%) but more than seniors (10.0%). Juniors (35.6%) use student parking more than freshmen (3.1%) and sophomores (20.9%) but less than seniors (40.5%).

Seniors (10.0%) use bus transportation less but use college/career guidance more (58.0%) than freshmen (1.2%), sophomores (11.1%), or juniors (29.6%). Seniors use student

parking more (40.5%) than freshmen (3.1%), sophomores (20.9%), or juniors (35.6%).

2. Significant differences were found between male and female participation in student services. Females participated more than males in 13 of the 18 extracurricular activities. The lowest participation percentage for males was 25.0 percent in peer counseling. Female participation percentage was the highest in peer counseling (75.0%).

3. Research results reported significant differences in grade classification in perception of services objectives. Seniors were less positive on all objectives where significant differences were found. Generally, sophomores and juniors were more positive in their perception of services objectives on those items where significant differences were found (see Tables VII through XIV).

4. Female perception of services objectives were found to be more positive than male perception on all but one item where significant differences were found (see Tables XV through XXIII).

Discussion

An important and significant finding of this study was that significant differences in participation of student services by classification and gender were identified. The information yielded by the statistical procedures is useful to school personnel concerning which services male and female students are using as well as which grade levels are

using the services more than others. Modification in services offered or in service emphasis may be made to involve more males in extracurricular activities as well as students in those grade levels where little extracurricular participation is evidenced.

The study results also give important information regarding students' perceptions of services objectives by grade classification and gender where significant differences were found. From this information school personnel can evaluate objectives in relation to grade classification perceptions of each objective statement as well as gender perceptions of services objectives where significant differences were found.

The results of this study support the finding of Bourgon (1967) that girls participate in extracurricular activities more than boys two to one. There appears to be support for Wells and Ritter's (1979) finding that a greater percentage of students use the college/career guidance center more than the counseling office for colleg/career information, especially on the senior level.

The finding by Samuels and Fain (1977) that students prefer peer counseling to the counseling office seems to be supported at the freshman level. A result of the study supports the finding of McKeivitt, et al, (1977) that female students visit the school nurse more frequently than male students.

The questionnaire designed for this study utilized

format suggestions by Babbie (1986) in order to optimize response and questionnaire usage rate. As a result, subjects had no difficulty responding to one out of a series of choices for each objective statement. The usable questionnaire rate was 100 percent.

Recommendations

The following recommendations are made for further research as a result of this study:

1. Similar studies to this one that investigate why students do not participate in extracurricular activities would be of interest and value.

2. Further research into what factors are essential to the success of school-provided student services would be appropriate.

3. Additional research into the effect school size has on student participation in a comprehensive extracurricular activities program would be of value.

4. Further research investigating the effect on students of academic requirements for participation in school services would be helpful.

5. Research into the relationship between student participation in services and student grades would be worthwhile.

Summary

This chapter has presented a summary of the results of

this study along with a discussion of the findings. Recommendations for future research and actions were presented.

Since prior to the study no instrument was found to investigate a school's all-inclusive student activities program, the development of a questionnaire for that purpose was of value. The design of the instrument and length of time to administer the survey were instrumental in the achievement of a 100 percent questionnaire usage rate. Significant differences were identified in student participation in school services and perception of services objectives as a result of this study.

REFERENCES

- Allen, H. W. & Gansneder, B. (1976). Student perceptions about student activities. The High School Journal, 60, 10-16.
- Babbie, E. The practice of social research. Belmont: Wadsworth, 1986.
- Beach, D. R. (1979). School assemblies: The lost art. NASSP Bulletin, 63, 107-111.
- Bernagozzi, T. (1983). A class newspaper the inside story. Early Years, 13, 56-58.
- Blain, G. H., & Brusko, M. (1985). Starting a peer counseling program in the high school. Journal of School Health, 55, 116-118.
- Bourgon, J. K. (1967). Which students are active? School Activities, 38, 15.
- Canter, L. (1987). Being the boss on the bus. school bus fleet, 32, 30-34.
- Clotz, M. J., & Kwiecien, C. M. (1979). Meaningful school assemblies: Building for the impossible. American Secondary Education, 9, 58-61.
- Collison, B. B., & Gabrielson, K. (1972). A high school rap room - counseling tool The School Counselor, 19, 180-185.
- Cornille, T. A., Bayer, A. E., & Smyth, C. K. (1983). Schools and newcomers: A national survey of innovative programs. Personnel and Guidance Journal, 62, 229-236.
- Dawis, R. V., & Sung, Y. H. (1984). The relationship of participation in school activities to abilities and interests in a high school student sample. Journal of Vocational Behavior, 24, 159-168.
- Damico, S. B., & Scott, E. S. (1984). Role of extracurricular activities in the promotion of cross-race contact by white students from high school to college. The Urban Review, 16, 165-176.

- DeRoche, E. F., & Kaiser, J. A. Complete Guide To Adminis-
tering School Services. New York: Parker, 1980.
- Dias, S., & Main, M. E. (1972). Rap rooms in l.a. schools. Personnel and Guidance Journal, 51, 53-57.
- Douglas, D. (1987). Policies for disciplining pupils. school bus fleet, 32, 38-40.
- Dutcher, J. (1985). Feeding students: an overview. Thrust, 15. 42-44.
- Farmer, E. Pupil Transportation The Essentials of Program
Service. Danville: Interstate Printers, 1975.
- Fink, A. M., et. al. (1978). Service delivery and high school peer counseling systems. Personnel and Guidance Journal, 57, 80-83.
- Frith, G. H., & Clark, R. (1984). Extracurricular activities: Academic incentives or nonessential functions? The Clearing House, 57, 325-327.
- Gay, R. J. Educational Research Competencies for Analysis & Application. Columbus: Charles E. Merrill, 1981.
- Gholson, R. E. & Buser, R. L. (1981). Student activities: A guide for determining who is participating in what. NAASP Bulletin, 65, 43-47.
- Haensly, P. A., Lupkowski, A. E., & Edlind, E. P. (1986). The role of extracurricular activities in education. The High School Journal, 68, 110-119.
- Havelka, J. P. (1978). Student orientation: A problem-solving approach. NASSP Bulletin, 62, 50-55.
- Hollen, G. L. (1984). School assemblies as supplements to classroom learning. NASSP Bulletin, 68, 134-135.
- Huey, W. C. (1985). Informational-processing groups: A peer-led orientation approach. The School Counselor, 33, 3-8.
- Johnson, R. T., & Johnson, D. W. (1985). Student-student interaction: Ignored but powerful. Journal of Teacher Education, 36, 22-28.
- Karlin, M. S., & Berger, R. The Effective Student Activities Program. New York: Parker, 1971.
- Leviton, H. S. (1977). Consumer Feedback on a secondary school guidance program. Personnel and Guidance Journal, 55, 242-244.

- Lynn, D. R. (1986). Peer helpers - increasing positive student involvement in school. The School Counselor, 34, 62-66.
- Marano, R. (1985). Student activities. NASSP Bulletin, 69, 1-2.
- McKevitt, R. K., et. al. (1977). Reasons for health office visits in an urban school district. The Journal of School Health, 47, 275-279.
- Maas, G. (1980). High school intramurals - an endangered species. Journal of Physical Education and Recreation, 51, 52-53.
- McNamara, S., & McNamara, P. D. (1983). Assembly programs: Solving discipline problems and recognizing alternatives. NASSP Bulletin, 67, 115-116.
- Mendez, R. (1984). Extracurricular activities in today's school - have we gone too far? NASSP Bulletin, 68, 60-64.
- Muro, J. J., & Revello, E. A. (1970). Counselor-student perceptions of the extent of performance of guidance services. The School Counselor, 17, 193-199.
- Offerman, Sister M. C. (1978). Let's make better use of our libraries. The Clearing House, 52, 61-64.
- Resnick, M. D., Blum, R. W., & Hector, J. (1980). Adolescent perceptions of the school nurse. The Journal of School Health, 50, 551-554.
- Samuels, D., & Fain, S.M. (1977). Peer counseling: An ongoing guidance curriculum. NASSP Bulletin, 61, 43-49.
- Scott, E. (1984). Establishing a student committee to welcome incoming students. NASSP Bulletin, 68, 78-82.
- Scott, E. S., & Damico, S. B. (1983). Extracurricular activities and interracial contact. Integrated Education, 21, 140-142.
- Steinhausen, G. W. (1983). Peer education programs: A look nationally. Health Education, 14, 7-9.
- Sullivan, M. (1986). In the schools. American Secondary Education, 15, 28-29.
- Tenoschok, M. (1981). Intramurals, above and beyond ... Journal of Physical Education, Recreation and Dance, 52, 32-33.

- VanRiper, B. W. (1971). Student perception: The counselor is what he does. The School Counselor, 19, 53-56.
- Vornberg, J. A. (1980). Auditing the student activity program. NASSP Bulletin, 64, 83-88.
- Warchol, K. J. (1979). Inter-school passages: A program for transition. The Clearing House, 52, 233-235.
- Wells, C. E., & Ritter, K. Y. (1979). Paperwork, pressure, and discouragement: Student attitudes toward guidance services and implications for the profession. The Personnel and Guidance Journal, 58, 170-175.
- Wicker, A. W. (1969). School size and students' experiences in extracurricular activities some possible implications for school planning. Educational Technology, 9, 44-47.
- Wold, S. J. School Nursing A framework for practice. St. Louis: C. V. Mosby, 1981.

APPENDIX A

PERMISSION LETTER FOR THE STUDY

April 8, 1987

Dr. James Seals
315 North Murray Hall
Oklahoma State University
Stillwater, OK 74074

Dear Dr. Seals,

I welcome the opportunity for Varna Hooper to administer the previously discussed school services survey to students in Jenks High School, grades 9-12.

Please call me if I may be of further help in this study.

Sincerely,

High School Principal

|
APPENDIX B

STUDENT PARTICIPATION LETTERS

February 1, 1988

Hour _____
 Room _____

Dear _____,

I need your help!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask you to respond to statements concerning the school services you have participated in this school year.

Since students like yourself can provide this information, you were randomly selected as one of 70 ninth grade students to participate in this study. Your help in collecting this information is strictly voluntary.

Next week participating students will be asked to go to a designated area during one of your class periods. The questionnaire should take about 20 minutes to complete, so you will be out of class about 30 minutes. Your name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Your input is highly valuable and will be sincerely appreciated. If you will be willing to help me with this study, will you please fill out the bottom portion of this letter, tear it off, and return it to the counselors' office this hour?

Gratefully,

Varna Hooper
 Counselor

 I, _____, grade _____, will take
 First Name Last Name

part in your study of school services. I understand that my name will not appear on the questionnaire, and I will not be identified by name in any way.

February 1, 1988

Hour _____
 Room _____

Dear _____,

I need your help!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask you to respond to statements concerning the school services you have participated in this school year.

Since students like yourself can provide this information, you were randomly selected as one of 70 tenth grade students to participate in this study. Your help in collecting this information is strictly voluntary.

Next week participating students will be asked to go to a designated area during one of your class periods. The questionnaire should take about 20 minutes to complete, so you will be out of class about 30 minutes. Your name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Your input is highly valuable and will be sincerely appreciated. If you will be willing to help me with this study, will you please fill out the bottom portion of this letter, tear it off, and return it to the counselors' office this hour?

Gratefully,

Varna Hooper
 Counselor

 I, _____, grade _____, will take
 First Name Last Name

part in your study of school services. I understand that my name will not appear on the questionnaire, and I will not be identified by name in any way.

February 1, 1988

 Hour _____
 Room _____

Dear _____,

I need your help!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask you to respond to statements concerning the school services you have participated in this school year.

Since students like yourself can provide this information, you were randomly selected as one of 70 eleventh grade students to participate in this study. Your help in collecting this information is strictly voluntary.

Next week participating students will be asked to go to a designated area during one of your class periods. The questionnaire should take about 20 minutes to complete, so you will be out of class about 30 minutes. Your name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Your input is highly valuable and will be sincerely appreciated. If you will be willing to help me with this study, will you please fill out the bottom portion of this letter, tear it off, and return it to the counselors' office this hour?

Gratefully,

Varna Hooper
 Counselor

 I, _____, grade _____, will take
 First Name Last Name

part in your study of school services. I understand that my name will not appear on the questionnaire, and I will not be identified by name in any way.

February 1, 1988

 Hour _____
 Room _____

Dear _____,

I need your help!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask you to respond to statements concerning the school services you have participated in this school year.

Since students like yourself can provide this information, you were randomly selected as one of 70 twelfth grade students to participate in this study. Your help in collecting this information is strictly voluntary.

Next week participating students will be asked to go to a designated area during one of your class periods. The questionnaire should take about 20 minutes to complete, so you will be out of class about 30 minutes. Your name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Your input is highly valuable and will be sincerely appreciated. If you will be willing to help me with this study, will you please fill out the bottom portion of this letter, tear it off, and return it to the counselors' office this hour?

Gratefully,

Varna Hooper
 Counselor

 I, _____, grade _____, will take
 First Name Last Name

part in your study of school services. I understand that my name will not appear on the questionnaire, and I will not be identified by name in any way.

APPENDIX C

PARENT PERMISSION LETTER AND FORM

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your son was randomly selected as one of 70 ninth grade students to participate in this study. He has indicated a willingness to help in collecting the information needed for the study.

Next week he will be asked to go to a designated area during one of his class periods. The questionnaire should take about 20 minutes to complete, so he will be out of class about 30 minutes. His name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

His input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have him return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that he will not be identified by name in any way on the questionnaire.

Parent Signature_____
Date

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your daughter was randomly selected as one of 70 ninth grade students to participate in this study. She has indicated a willingness to help in collecting the information needed for the study.

Next week she will be asked to go to a designated area during one of her class periods. The questionnaire should take about 20 minutes to complete, so she will be out of class about 30 minutes. Her name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Her input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have her return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that she will not be identified by name in any way on the questionnaire.

Parent Signature

Date

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your son was randomly selected as one of 70 tenth grade students to participate in this study. He has indicated a willingness to help in collecting the information needed for the study.

Next week he will be asked to go to a designated area during one of his class periods. The questionnaire should take about 20 minutes to complete, so he will be out of class about 30 minutes. His name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

His input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have him return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that he will not be identified by name in any way on the questionnaire.

Parent Signature_____
Date

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your daughter was randomly selected as one of 70 tenth grade students to participate in this study. She has indicated a willingness to help in collecting the information needed for the study.

Next week she will be asked to go to a designated area during one of her class periods. The questionnaire should take about 20 minutes to complete, so she will be out of class about 30 minutes. Her name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Her input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have her return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that she will not be identified by name in any way on the questionnaire.

Parent Signature_____
Date

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your son was randomly selected as one of 70 eleventh grade students to participate in this study. He has indicated a willingness to help in collecting the information needed for the study.

Next week he will be asked to go to a designated area during one of his class periods. The questionnaire should take about 20 minutes to complete, so he will be out of class about 30 minutes. His name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

His input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have him return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that he will not be identified by name in any way on the questionnaire.

Parent Signature_____
Date

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your daughter was randomly selected as one of 70 eleventh grade students to participate in this study. She has indicated a willingness to help in collecting the information needed for the study.

Next week she will be asked to go to a designated area during one of her class periods. The questionnaire should take about 20 minutes to complete, so she will be out of class about 30 minutes. Her name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Her input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have her return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that she will not be identified by name in any way on the questionnaire.

Parent Signature_____
Date

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your son was randomly selected as one of 70 twelfth grade students to participate in this study. He has indicated a willingness to help in collecting the information needed for the study.

Next week he will be asked to go to a designated area during one of his class periods. The questionnaire should take about 20 minutes to complete, so he will be out of class about 30 minutes. His name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

His input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have him return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that he will not be identified by name in any way on the questionnaire.

Parent Signature_____
Date

February 1, 1988

To The Parent Of _____,

I need your support!

I am a counselor at Jenks High School and a doctoral student at Oklahoma State University. I am preparing my dissertation by designing, administering, and evaluating a questionnaire. It will identify the nonacademic services this school offers its students. The results will show which services the students are using. The questionnaire will ask students to respond to statements concerning the school services they have participated in this school year.

Your daughter was randomly selected as one of 70 twelfth grade students to participate in this study. She has indicated a willingness to help in collecting the information needed for the study.

Next week she will be asked to go to a designated area during one of her class periods. The questionnaire should take about 20 minutes to complete, so she will be out of class about 30 minutes. Her name will not appear on the questionnaire. It is very important that those taking it remain anonymous.

Her input is highly valuable and will be sincerely appreciated. If you consent to _____ helping me with this study, will you please fill out the bottom portion of this letter and have her return it to me tomorrow?

Gratefully,

Varna Hooper
Counselor

I consent to _____, participating in the
 First Name Last Name

research study described above. I understand that she will not be identified by name in any way on the questionnaire.

Parent Signature_____
Date

APPENDIX D
SECONDARY SCHOOL STUDENT SERVICES SURVEY
QUESTIONNAIRE

SECONDARY SCHOOL STUDENT SERVICES SURVEY

The purpose of this questionnaire is to develop an instrument to survey secondary school provided student services.

INSTRUCTIONS

Either a pen or pencil may be used to complete this survey.

Please do not write your name on this survey.

Your answers will be kept in confidence and will be used only to survey school provided services.

Check whether you are Male Senior
 Female Junior
 Sophomore
 Freshman

Part A: Put a check [✓] in the blank space in front of each service listed below that you have participated in this school year.

Part A

- Bus Transportation
- Food
- Nurse
- Library
- Counseling
- College/Career Guidance
- Clubs
- New Student Orientation
- Peer Tutoring
- Peer Counseling
- Student Rap Room
- Citizenship Award
- Assemblies
- Dances
- Competitive Events
- Music/Drama Productions
- Student Publications
- Student Parking

Part B: After each statement below, put a check [✓] to indicate whether you

Strongly Agree [SA]
 Agree [A]
 Disagree [D]
 Strongly Disagree [SD]

Please respond to each statement but only to the services you checked in Part A.

Bus Transportation	SA	A	D	SD
a. provided efficient bus service	[]	[]	[]	[]
b. provided a safe means of transportation to and from school	[]	[]	[]	[]
c. provided transportation for students on school trips	[]	[]	[]	[]
d. provided an opportunity to develop appropriate conduct on buses	[]	[]	[]	[]
e. provided courteous bus drivers	[]	[]	[]	[]
Food	SA	A	D	SD
a. provided a good quality of food	[]	[]	[]	[]
b. provided a nutritionally balanced diet	[]	[]	[]	[]
c. served food in an attractive manner	[]	[]	[]	[]
d. served an adequate quantity of food to the student	[]	[]	[]	[]
e. provided a wide variety of food choices	[]	[]	[]	[]
Nurse	SA	A	D	SD
a. provided first aid	[]	[]	[]	[]
b. provided screening tests for vision and hearing	[]	[]	[]	[]
c. dispensed medicine according to parents' documented instructions	[]	[]	[]	[]
d. provided a place for ill students to wait to be taken home by parents	[]	[]	[]	[]
e. provided materials and information concerning health	[]	[]	[]	[]

Library	SA	A	D	SD
a. provided materials to extend the range of learning	[]	[]	[]	[]
b. provided materials for leisure-time reading	[]	[]	[]	[]
c. provided audio visual material	[]	[]	[]	[]
d. assisted in reproducing material	[]	[]	[]	[]
e. instructed student to use resources	[]	[]	[]	[]
Counseling	SA	A	D	SD
a. provided individual counseling	[]	[]	[]	[]
b. assisted in improving communication skills	[]	[]	[]	[]
c. provided assistance with course selection	[]	[]	[]	[]
d. interpreted standardized test scores	[]	[]	[]	[]
e. provided help to students during crisis situations	[]	[]	[]	[]
College/Career Guidance	SA	A	D	SD
a. helped students formulate vocational plans and make appropriate vocational decisions	[]	[]	[]	[]
b. provided information for college planning	[]	[]	[]	[]
c. provided opportunity to gain information about occupational interests	[]	[]	[]	[]
d. provided assistance in gaining scholarships	[]	[]	[]	[]
e. provided information concerning employment opportunities	[]	[]	[]	[]

Clubs	SA	A	D	SD
a. provided opportunities to develop desirable social attitudes in order to interact effectively with both large and small social groups	[]	[]	[]	[]
b. provided opportunities for development of understanding and cooperation among social and ethnic groups within the student body	[]	[]	[]	[]
c. provided opportunities for students to share responsibility for selecting, organizing, and evaluating the activities and outcomes	[]	[]	[]	[]
d. developed democratic leadership skills	[]	[]	[]	[]
e. provided opportunities to identify and practice appropriate standards of conduct for various social situations	[]	[]	[]	[]
New Student Orientation	SA	A	D	SD
a. familiarized the student with the campus	[]	[]	[]	[]
b. identified available activities	[]	[]	[]	[]
c. assisted with familiarity with school policies	[]	[]	[]	[]
d. provided student guide	[]	[]	[]	[]
e. provided lunch-time partners	[]	[]	[]	[]
Peer Tutoring	SA	A	D	SD
a. provided assistance in difficult subjects	[]	[]	[]	[]
b. assisted in preparation for test taking	[]	[]	[]	[]
c. assisted in developing good study skills and habits	[]	[]	[]	[]
d. made tutoring time convenient to the student	[]	[]	[]	[]
e. made available free or inexpensive tutoring services	[]	[]	[]	[]

Peer Counseling	SA	A	D	SD
a. developed more positive feelings about one's self	[]	[]	[]	[]
b. helped to deal with everyday problems effectively	[]	[]	[]	[]
c. helped to share feelings openly and honestly	[]	[]	[]	[]
d. provided support against negative peer pressure	[]	[]	[]	[]
e. developed individual communication skills	[]	[]	[]	[]
Student Rap Room	SA	A	D	SD
a. provided a place for students to discuss concerns	[]	[]	[]	[]
b. provided a place for new students to get acquainted	[]	[]	[]	[]
c. provided lunch-time activities	[]	[]	[]	[]
d. provided materials related to chemical dependency	[]	[]	[]	[]
e. developed awareness of personal problems	[]	[]	[]	[]
Citizenship Award	SA	A	D	SD
a. promoted good behavior	[]	[]	[]	[]
b. encouraged students to help others	[]	[]	[]	[]
c. identified good student citizens	[]	[]	[]	[]
d. instilled a sense of loyalty and responsibility to the school	[]	[]	[]	[]
e. helped maintain school facilities and grounds	[]	[]	[]	[]
Assemblies	SA	A	D	SD
a. provided opportunities to preside at assembly programs	[]	[]	[]	[]
b. provided opportunities to plan and present assembly programs	[]	[]	[]	[]
c. provided opportunities to practice courteous behavior	[]	[]	[]	[]
d. provided opportunities to recognize and honor students for achievement	[]	[]	[]	[]
e. provided programs to meet a wide variety of needs and interests	[]	[]	[]	[]

Dances	SA	A	D	SD
a. provided opportunities for desirable association of the two sexes	[]	[]	[]	[]
b. provided opportunities to develop social etiquette	[]	[]	[]	[]
c. provided opportunities to develop social interests and attitudes	[]	[]	[]	[]
d. provided opportunities for planning social activities	[]	[]	[]	[]
e. encouraged participation of all students	[]	[]	[]	[]
Competitive Events	SA	A	D	SD
a. provided a wholesome fellowship among the student body	[]	[]	[]	[]
b. provided physical activity for those desiring a healthier environment	[]	[]	[]	[]
c. provided competition between different school districts	[]	[]	[]	[]
d. provided activities for parents to observe their child	[]	[]	[]	[]
e. provided a variety of sports for students to increase their athletic skills	[]	[]	[]	[]
Music/Drama Productions	SA	A	D	SD
a. provided an adequate number of productions	[]	[]	[]	[]
b. provided productions at times that did not conflict with other activities	[]	[]	[]	[]
c. provided students with adequate information for auditioning for productions	[]	[]	[]	[]
d. selected productions with casts large enough to involve many people	[]	[]	[]	[]
e. provided an adequate variety of productions	[]	[]	[]	[]

Student Publications	SA	A	D	SD
a. promoted school pride	[]	[]	[]	[]
b. informed students of school events	[]	[]	[]	[]
c. emphasized the work of individuals and groups	[]	[]	[]	[]
d. provided a written and pictorial record of people and activities	[]	[]	[]	[]
e. promoted student writing and opinion	[]	[]	[]	[]
Student Parking	SA	A	D	SD
a. provided an adequate number of parking places	[]	[]	[]	[]
b. provided safe areas for vehicles	[]	[]	[]	[]
c. provided facilities for an alternate means of transportation	[]	[]	[]	[]
d. provided facilities for an easily accessible means of transportation	[]	[]	[]	[]
e. provided restricted grade level parking	[]	[]	[]	[]

2
VITA

Varna Marie Jackson Hooper
Candidate for the Degree of
Doctor of Education

Thesis: A SURVEY OF STUDENT SERVICES AT THE HIGH SCHOOL
LEVEL

Major Field: Counseling and Student Personnel

Biographical:

Personal Data: Born in Converse, Louisiana, September
27, 1932, the daughter of Fredrick Varner and
Dorothy Marie Parrott Jackson. Married to Jerry
B. Hooper on May 12, 1951.

Education: Graduated from Lutcher Stark High School
School, Orange, Texas, in May, 1950; received
Bachelor of Arts degree in Education from Central
State University in May, 1968; received Master of
Education degree from Central State University in
July, 1973; completed requirements for the Doctor
of Education degree at Oklahoma State University
in May, 1988.

Professional Experience: Teacher, Edmond High School,
Edmond, Oklahoma, August, 1970, to May, 1973;
Teacher, Grades 6-12, Jenks Public Schools, Jenks,
Oklahoma, August, 1973 to May, 1985; Counselor,
Jenks High School, Jenks, Oklahoma, August, 1985,
to present.