

DETERMINING THE RELATIONSHIP OF THE NUMBER OF ACTIVITIES,  
OF HIGH SCHOOL BOYS TO THEIR SCHOLASTIC GRADES

By

RICHARD LAVERNE RAUPE

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

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Thesis Approved:

*Ewert D. Edinger*

Thesis Adviser

*Robert R. Price*

*J. H. Boyer*

Dean of the Graduate School

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## CHAPTER I

### PURPOSE AND DESIGN OF THE STUDY

#### Introduction

The most sought after goal of the American parent today, is the ability to provide a good and complete education for his children. Education is a continued, never-ending process of the human life. Beginning at the first gasp of life by the new-born infant and continued until that life is no longer. This is education in the broad sense of the term.

The educational process of today's student is a highly complicated function of the modern school program. With our schools continually growing in size and scope, there is an increasing number of organizations and activities functioning within our educational system. These organizations and activities are competitive to classroom instruction for the time which they demand. Teachers and sponsors are in competition for the time of many students. Students which participate in these various activities must allocate their time according to their interest and responsibilities.

Teachers should be prepared to guide and counsel these students so they may obtain the proper training and knowledge that they will need when they become leaders in our communities. The high school is a very crucial period of development for the youth of today. Here we are molding together the kind of citizen that will be providing leadership for our local, state, and national government in the future.

The role of education in our school systems of today is a more complex

area of training than just classroom instruction. Edgar W. Knight has expressed his feelings on education in the following words:

Education in a democracy, both within and without the school, should develop in each individual the knowledge, interest, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.<sup>1</sup>

With the advent of the space age, more emphasis has been directed to the curriculum improvement in all areas. The criticisms of activities has also increased, primarily because there is a feeling by many, that the activities have a demaging affect on the scholastic grades of the student.

Activities provide real experiences as opposed to vicarious ones, and when they are related to the classroom instruction they provide a very effective learning experience. An activities program which is properly organized, supervised and administered, can be a credit to the total school program in any community. However, a poorly organized, unsupervised activity will do much to determine the curriculum aspect of any school system. The success of any activities program within a school curriculum will depend largely upon the desires of the community and the ability of the administrator in charge of the activity. Complete satisfaction cannot be obtained when one of these factors is lacking.

A well-organized activity program is a vital part of any secondary school program. However, the various activities should be balanced, to meet the needs of the people in a community. Activity programs will vary from one school to another, and they rightfully should, as there may be a different set of circumstances in every community and in every school system. This seems to be particularly true in Oklahoma where we can see

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<sup>1</sup>Edgar W. Knight, Fifty Years Of American Education, (University of North Carolina), p. 106.

a great deal of difference in many of our communities in the rural areas as compared to our larger cities and towns. If our school system will provide the proper kind of activity program that will fit the needs of the students, they will be able to obtain many developmental abilities and skills that they could not have received in regular classes.

A good school system would be one that can meet the desires and requirements of a large majority of its students. We must be willing and able to make changes in our school programs. Only through changes can there be any progress in our educational systems.

Our schools must be geared to meet the needs of all its students. There should be a place in society for all levels of academic achievement. Flaum describes the present-day school as follows:

Our present-day high schools whose curriculums are traditional and whose requirements are set up for the academic-minded student cause so many of our students to leave high school because the curriculum is not adjusted to the needs of the students who are not planning to go to college. Approximately twenty per cent go to college. Are our schools thus answering the needs of the eighty per cent who must find their place in our society as independent, self-sufficient, free individuals?<sup>2</sup>

The school activities are accepted as a part of the school curriculum in almost every school today. An evaluation has been made of the school activities in the Oklahoma secondary schools by Mullins. His evaluation is as follows:

School activities, whether they be called extracurricular, cocurricular, extra class, allied or the third curriculum, have long been accepted as a part of the modern secondary school curriculum. They have, however, often been the object of much criticism from persons without and within the profession. This criticism has been directed at both the activities themselves and their management.<sup>3</sup>

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<sup>2</sup>Laurence S. Flaum, The Activity High School, (Drake University), p. 5.

<sup>3</sup>Dr. J. Dale Mullins, Activity Programs in Oklahoma--A Report to The Profession, School Activities, Vol. 33.



The following evaluations are the responses given to Mullins by the superintendents and teachers in the state of Oklahoma:

- (a) a need for more effective supervision and coordination of activities at both the state and local levels.
- (b) most schools had apparently given little attention to the objectives and purposes of their activity program.
- (c) evaluation of activity programs in individual schools was inadequate.
- (d) the school activity problems identified most often related to student participation, students missing regular classes, scheduling, and supervision of activities, and students valuing participation in activities more than scholarship in regular classwork.
- (e) the larger the school, the more varied and comprehensive was the program of activities.
- (f) interscholastic athletics occupied a position of dominance among activities.
- (g) desirable intergration between school activities and regular classes was lacking.
- (h) administrators were generally in favor of some changes in regard to interscholastic athletics and in organizing a state activities association.
- (i) the activities which took students from regular classes most often were FFA, 4-H Club, music, and spring athletics, in that order.<sup>4</sup>

It is the belief of many educators that the lack of participation will hinder the learning ability and interest of some students. Also, many educators feel that excessive participation will tend to be harmful to the student and result in lowering his scholastic grades. This study is being made to see what degree of participation is most ideal for a student or to see if participation has a damaging affect to the grades earned by students that participate in the activities. In McKown's study of extracurricular activities he has come to the following

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<sup>4</sup>Ibid.

conclusion. "Participation is enough up to the point where it begins to handicap curricular progress."<sup>5</sup>

Certainly we need to look only at the nations unemployment figures or the school drop-out numbers to see that we are failing to provide an interest for many of our students. We can expect two and one-half million students enrolled in grades nine through twelve in our public and non-public schools to drop out of school before graduation this year alone.

#### Statement of the Problem

The primary problem in this study was to determine the relationship of participation in school activities with the grades made by high school boys. Much criticism has been directed at various school activities during recent years. This has caused many schools to alter their curriculum and to limit these activities for the students. The basis of criticism is that many students are falling down in their scholastic grades due to participation or over-participation in high school activities. It is the objective of the study to determine to what extent participation in school activities have on the scholastic achievement of high school boys.

#### Statement of Purposes

The writer's objective in this study is to determine if there is a relationship between the degree of participation of a student and the grades he receives. It was to determine if the grades received by high school boys are affected by:

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<sup>5</sup>Harry C. McKown, How Many Extracurricular Activities Are Enough, School Activities, February 1963, Vol. 34.

- (a) participation in activities
- (b) over-participation in activities
- (c) lack of participation
- (d) specific activity participated in
  - (1) FFA
  - (2) athletic
  - (3) school activities other than FFA and athletics
- (e) unexcused absences

#### Limitations of the Study

By sending out requests to 100 high schools selected at random, we anticipated on getting 50 high schools to participate in this experiment. However, due to the extra work and time that it required for the Vocational Agriculture teachers and the High School principal, we received only 20 schools that were willing to help in this study.

Participation was limited in this study due to some schools having a policy of limiting students to only five days of participation in high school activities. Many schools refused to cooperate because they were observing this rule and they did not feel that it would be a true report since they were not participating as much as they had in previous years.

#### Definition of Terms

In order to compare the different types of absences, results were recorded under the headings of Future Farmers of America activities, athletic activities, other school activities and unexcused absences.

The Future Farmer of America activities included all those absences of one-half day or more that a student missed due to FFA participation at

fairs, shows, contests, leadership training or any other supervised activity.

Athletic absences were those absences due to athletic events that took students out of school for one-half day or more.

Other school activities included all other activities that took the boys out of class for a supervised activity of one-half day or more. These activities included music, speech, class plays, debate, class meetings or any activity other than FFA and athletics.

Unexcused absences were those absences which were recorded against a student because he was absent from school due to reasons that were not supervised or authorized by the school.

#### Procedure of Investigation

In making this study, the first step was to secure a list of all high schools in Oklahoma that offered Vocational Agriculture. The reason for choosing schools that had Vocational Agriculture was the writer's association with the Vocational Agriculture teachers would make the acquiring of the information easier. The Vocational Agriculture teacher at each participating school was asked to get the data needed from the high school principal and relay the material to the author.

In choosing the participating schools, all the names of high schools having vocational agriculture were placed in a hat. One hundred names were picked out at random, and were sent letters asking to cooperate in this experiment. Each superintendent and Vocational Agriculture teacher was sent a letter, explaining the problems to be studied. They were asked to select ten boys in their high school at random to be used in this experiment. A record of their absences, activities and their grade

point average for each grading period would need to be kept for the school year of 1962 and 1963. It was stipulated that the boys may or may not be enrolled in vocational agriculture as this study did not intend to compare grades made in the different subjects of the curriculum.

## CHAPTER II

### REVIEW OF LITERATURE

A review of selected literature was made to obtain useful information and data for the completion of this study. Different sources were used to express the need of this study.

Each formal class and supervised activity is an integral part of any secondary school curriculum. The importance of a good activity program in our secondary schools is of vital importance to every citizen of our country. However, many individuals have failed to acknowledge the total benefits derived from the activity phase of the total school program.

For each activity there should be basic goals and objectives to be attained by the students. The Future Farmers of America, a national organization of boys enrolled in Vocational Agriculture, have specific aims and purposes to be observed in their organization. Competitive sports offers opportunities in decision making, character building and citizenship. The high school class activities provides for the development of leadership abilities and cooperation among classmates. The various musical activities of the secondary schools offer many opportunities for the students that could not be obtained if it were not for these activities. Under the proper leadership, these objectives and goals can be obtained by all of the participating students of an organization or activity.

The foundation upon which the FUTURE FARMERS OF AMERICA organization is built, includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.<sup>1</sup>

Other activities have the same goals in mind as they function within our schools. Here we provide the needed training that might not be available if it were not for the activity programs in our secondary schools.

The success of our educational progress will depend upon our ability to change the school curriculum to meet the needs of the students in a changing world. The progress of an educational function is dependent upon the community which the school is located or as is stated by Athern:

The school of today has been far removed from the old class-room oriented school of the past. Today the school looks to the community, the state, the nation, and the world as sources of learning experiences for the students. As the students learn from the community, so does the community learn from the students. A better understanding of one another brings greater benefits to each.<sup>2</sup>

Some of the strongest supporters of a good activities program are the school administrators. They are in a position to observe all the functions and results of any activities program. Careful planning and guidance by school administrators have greatly improved the activities program of many school systems. Criticism of the constructive nature has helped to improve and strengthen our activities program on the state level,

The feelings of principals and superintendents toward the FFA activities in Maryland are related by Miller:

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<sup>1</sup>William P. Gray, Future Farmers of America - Official Manual, Alexandria, Virginia, p, 4.

<sup>2</sup>Claire Athern, Extracurricular Activities and School Community Relationships, School Activities, April 1963, Vol. 34.

The administrators believed the Future Farmers of America to have common objectives with Vocational Agriculture and that the primary function of the Future Farmers of America was to develop rural leadership and not to recruit enrollees for classes of Vocational Agriculture. The administrators definitely felt that the Future Farmers of America did not tend to create segregation between Vocational Agriculture and other high school students. Repeatedly, administrators reported Future Farmers of America members who were outstanding leaders in other areas of the school programs and attributed their success to the training they received in the Future Farmers of America and Vocational Agriculture.<sup>3</sup>

Leaders of our country have recognized the importance of these programs. Senator W. Stuart Symington, formerly Secretary of the Air Force, has expressed the values of competitive athletics in these words:

I think America's most cherished national possession is sportsmanship. I choose to define sportsmanship as honest rivalry, courteous relations and graceful acceptance of results. As a business man, I can vouch for how badly we need these traits in industry; and as a member of government, I can vouch also for their need in Washington. America would not be what it is today without competitive sports.<sup>4</sup>

Educators today are confronted with certain objectives and goals which they are trying to obtain with high school students. Should scholarship be the main goal of the secondary school system? This is the question that we are proposing in this study. Many educators fail to project into the future and see what the end product of a high school student should be. The main objective of our present day schools should be to develop a good citizen that will offer leadership in our community when he becomes a part of that community.

The community which supports the school is composed of citizens, not scholars, and the good scholar is not necessarily the good citizen any

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<sup>3</sup>John E. Miller, School Administrators Evaluate The Vocational Agriculture Program, The Agriculture Education Magazine, December, 1960, p. 132.

<sup>4</sup>Dr. Rhea H. Williams, School Activities, 1962, p. 23.



more than the good citizen is necessarily the good scholar. So when we evaluate an activity program and its many values we must look beyond those educational qualities and scholastic achievements of the student.

The practical application of these activities to their present and future use by the students participating has been discussed at length by both the supporters of the program and by its critics. The discussion has centered around the relationship of an activity to the present status of the student participating in FFA activities.

In a study of 221 students whose fat animals placed highest in three of the major shows in Oklahoma, Thomason stated that:

The most active students in shows and fairs were far above the average vocational agriculture student in many respects.

All but 24 of the 221 students studied had projects in enterprises other than those exhibited. One hundred eighty-four of these students had breeding projects, 114 of which were of the same type as the livestock exhibited. Ninety-three of the students had crop projects in addition to their animals projects.

These 221 students owned 815 different projects for an average of 3.69 projects per student. A breakdown of the students, according to the number of enterprises owned showed that 99 had four or more projects, 55 owned three types, 42 owned two types of projects and 24 owned only one.

Income from enterprises from which projects were exhibited made up 31.5% of the total labor income for these students while income from other projects amounted to 68.5% of the total labor income. This proves that boys do use their income from show animals to develop their total farm training program, and that the student who shows an animal usually has a large farming program back home of projects that he is not showing.

The students who most actively participated in shows and fairs had an average investment of \$1,869.07 and an average labor income of \$948.61, as compared with the state average investment of \$452.09 and an average labor income of \$235.15 during the same period.<sup>5</sup>

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<sup>5</sup>Benton F. Thomason, "Determining the Relationship of Shows and Fairs to the Supervised Farm Training Program of Vocational Agriculture Students", Non-thesis study, 1950.

The matter of budgeting time is a problem which many of the high school students are faced with today in our rapid pace of modern living. Not all of the school activities occur during the school hours. Many of the Future Farmer activities and athletic events take place after school, at night or during the week-end. In a study of the ways in which one hundred FFA boys from five central Oklahoma high schools spend their time while attending school, Mackey found that:

Regular school activities ----	5 hours and 44 minutes
Home activities -----	12 hours and 53 minutes
Out of school FFA activities -	1 hour and 59 minutes
In school FFA activities -----	18 minutes
Sports and recreation -----	1 hour and 21 minutes
Other recorded activities ----	1 hour and 45 minutes <sup>6</sup>

Each activity should be carried out with a definite objective in mind. No activity should be encountered for just the sake of participation. The success of an activity will depend on the ability of a teacher to design and carry out the activity to its fullest educational potential. In his studies of FFA activities, Baker has stated that an activity should include at least one, if not all of the following objectives:

- (a) Motivate students in their study of Vocational Agriculture.
- (b) Implement the teaching program.
- (c) Contribute to the over-all development of the Vocational Agriculture program.
- (d) Contribute to the development of the individual student and the agriculture of the local community.<sup>7</sup>

The activity is only as good as the teachers who implement the plans

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<sup>6</sup>Herbert W. Mackey, "A Study of The Ways in Which One Hundred FFA Boys From Five Central Oklahoma High Schools Spend Their Time While Attending School", Master's Thesis, 1952.

<sup>7</sup>R. A. Baker, The Value of FFA Activities, The Agriculture Education Magazine, March 1962, p. 209.

of the activity. As each field of education broadens in scope, there is need for changes in the activity programs. The teachers that participate with groups in different activities are in the best position to make the changes necessary for improvement. Hirshey found that the Vocational Agriculture teachers in Missouri had the following ideas about FFA contests:

- (a) the FFA contest should be a means used to reach a teaching goal, not a goal itself.
- (b) The FFA contest is an excellent motivation tool.
- (c) The period of time allotted for the team training should be limited.
- (d) Team training should not interfere with the regular classroom schedule, but should supplement and reinforce it.
- (e) Team training sessions cannot replace good classroom techniques of instruction.
- (f) There should be periodical changes made in the contest.<sup>8</sup>

The strength of a nation rests on the fitness of its citizens. Wars have been won by nations that were physically stronger than its opponents. The late President of the United States, John F. Kennedy, initiated into his plans a program of Physical Fitness. Bud Wilkinson, Head Football coach and Athletic Director at Oklahoma University, was named to direct this program. The importance of strong physical bodies are expressed by Wilkinson:

One of modern education's weaknesses is its reluctance to accept what the Greeks so readily understood—that physical fitness is a factor in educational success, that educational developments proceeds best when it proceeds hand in hand with physical development. Such reluctance cannot appeal to lack of evidence.

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<sup>8</sup>Kenneth Hirshey, The FFA Contest Is A Valuable Aid In Teaching, The Agriculture Education Magazine, April 1961, p, 224.

Wherever valid comparisons are made, the results are the same: other things being equal, students who are physically fit rank higher in academic achievement than those who are not. And, once out of school, they have better performance and attendance records on the job.

A 1962 study in the Springfield, Missouri High Schools involved 450 award winners in physical education and another group whose records were pulled at random from school files.

The physically fit group had a collective grade average 13% higher than that of the other group, missed fewer days of school, participated in nearly twice the number of extra-curricular activities and had fewer disciplinary problems,<sup>9</sup>

Much criticism has been directed in recent years to the academic quality of athletes. Many people out of the education profession as well as some within the profession have downgraded the scholastic efforts and abilities of the students participating in athletic events. The state of Oklahoma has certain requirements which must be achieved before a student can enter into competition. However, this is controlled for the most part by the local school administration. Awards programs have been set up to award athletes on the basis of scholastic achievement as well as achievements in athletic competition.

A survey was made in Iowa of the academic standing of the twelve members of each of the boys' basketball teams representing their high schools in the Iowa 1960-1961 State tournaments. Eidsmoe reported the findings of his study as follows:

The results of the survey clearly indicates those who are participating in basketball and capable of advancing far in such athletic competition are distinctly above average in academic performance.

The grade point results for the 168 players in all courses enrolled averaged 2.566. The grade point results for all the members of all the classes in which these players were enrolled averaged 2.186, showing a very significant difference in favor of the athletes.<sup>10</sup>

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<sup>9</sup>Charles B. Wilkinson, Physical Health and The Secondary School, The Teachers College Journal, December 1963, p. 81.

<sup>10</sup>Russell M. Eidsmoe, The Academic Performance of High School Athletes, School Activities, December 1961, p. 105.

The many benefits derived from participation in activities seem to overshadow the few criticisms that are directed at the activities program. The importance of scholastic grades may have been over-emphasized in evaluating the activities of high school students. We are actually interested in what kind of contribution a student can make to society after he has completed his formal education. The importance of grades in evaluating a vocational agriculture student is pointed out by Scheer:

The outstanding qualities a student receives from a background in Vocational Agriculture is a most important contribution to his success in college.

There are far too many individuals involved with young people that use the "academic achievement" as expressed in grades as the only measurement of success.

I feel high school Vocational Agriculture and activities are a definite asset to prospective college agriculture majors, and when industry talks to a prospective employee-- these total measurements are considered more important than the academic rank.<sup>11</sup>

Extracurricular activities provide many opportunities in which the student participates in as important-and-real-to-him citizenship settings as those in which the adult as a contributing member of his community participates. His is a miniture but nonetheless vital democracy.

In student council, newspaper, assemblies, athletic and safety activities, in projects, drives and campaigns, and as officers, committeemen and members, the students help promote the general welfare of the school. All these represent actual citizenship in natural and vital settings. In the classroom the student works for himself; in activities he works for his school and benefits himself, both directly and indirectly,

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<sup>11</sup>Arnold Scheer, Grades Alone Aren't Enough As A Basis For Placement in Agriculture, The Agriculture Education Magazine, April 1963, p. 219.

To emphasize, there can never be a rigid rule which will apply equally to all students because no two of them are alike. What is "enough" for one--due to his abilities and potentialities--may be "not enough" or "too much" for another.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

The following tables, analysis and comments constitute a presentation of material and results obtained in the course of this research. Two hundred high school boys from twenty high schools across the state of Oklahoma participated in this study. Participation and the degree of participation for the Future Farmers of America, Athletics, all other high school activities, unexcused absences and grade point average for each boy was recorded. The degree of participation has been put into categories of seven different groups varying from no participation to participation of more than ten days.

Table I indicates a significant difference in participation by various degrees. Those students with a high rate of participation maintained a higher grade point average than those students with less participation or no participation at all. This does not intend to say that high participation will cause students to have higher grades. However, it would seem to indicate that the instructors and sponsors are using the students with the highest scholastic ability to a greater degree than those students with less scholastic ability, in the majority of the high school activities. It is interesting to observe that there is an increase in the grade point average as the participation increases at the four and one-half day mark. From the information presented in this table we can conclude that a greater degree of participation does not necessarily hinder the grades received by those students participating

in activities.

TABLE I

AVERAGE GRADE POINT FOR HIGH SCHOOL STUDENTS WHEN COMPARED  
TO THE NUMBER OF DAYS MISSED FROM SCHOOL DUE TO  
ACTIVITIES

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
0	71	2.32
$\frac{1}{2}$ - 2	26	2.34
$2\frac{1}{2}$ - 4	22	2.15
$4\frac{1}{2}$ - 6	18	2.43
$6\frac{1}{2}$ - 8	22	2.55
$8\frac{1}{2}$ - 10	6	2.72
More than 10	35	3.05

f value 2.52\*

\* significant at five per cent level

Table II is a comparison of students who missed more than five days with those students which missed five days or less. An evaluation of Table II shows that those students participating in more than five activities had a higher grade point average than those students which participated in five days or less of school activities.

TABLE II

A COMPARISON OF STUDENTS MISSING FIVE DAYS AND LESS WITH THOSE  
STUDENTS MISSING MORE THAN FIVE DAYS DUE  
TO HIGH SCHOOL ACTIVITIES

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
5 days and less	56	2.26
More than 5 days	73	2.76



Table III indicates no significant difference in the participating group and the non-participating group. Although the participating group has a slightly higher grade point average, the difference is not great enough to formulate a difference in the two groups. It might be interesting to note however, that 129 students or 64.5 per cent of the students did participate in at least one activity during the school year that required time out of school.

TABLE III

A COMPARISON OF STUDENTS THAT PARTICIPATED IN SCHOOL  
ACTIVITIES WITH THOSE STUDENTS WHO DID NOT  
MISS A DAY OF SCHOOL DUE TO HIGH  
SCHOOL ACTIVITIES

	<u>Number of students</u>	<u>Average grade point</u>
<sup>a</sup> Non-participating group	71	2.32
Participating group	129	2.55

<sup>a</sup>No absences due to high school activities

t value 1.60\*

An evaluation of the material in Table IV would indicate that the students who participated in more than one high school activity earned a higher scholastic grade than the students that participated in only one activity. Students which participated in only FFA and athletic activities received higher grades than those students which participated in only the other activities, It might be safe to assume that the students which participated in the other activities only, were doing so because of their class status, such as class plays, parties, class meetings or such events that would not require them to earn a spot on the team.

From this information we can conclude that the students with the higher scholastic ability are participating in more than one activity.

TABLE IV

AVERAGE GRADE POINT OF BOYS WHEN COMPARED TO THE  
TYPE OF ACTIVITY

<u>Activity</u>	<u>Number of Boys</u>	<u>Average grade point</u>
Athletic	8	2.50
FFA	39	2.57
Other activities	12	1.91
Students participating in more than one activity	70	2.67

In Table V we observe that the Future Farmers of America activities required the greatest number of days out of school. This large number could be due to the more accurate data received on the FFA activities due to the fact that the local advisers were keeping the records. The athletic activities were not as numerous and this may be attributed to the fact that many activities occurred after school hours or during the last period of the school day and therefore were not recorded in this study. The other high school activities required less time from school than the FFA or the athletic activities. It is interesting to note however, that in the total number of days missed, that the average student missed only four and one-half days of school. This would not seem to be an excessive use of the activities program in any school.

TABLE V

AVERAGE NUMBER OF DAYS MISSED DUE TO DIFFERENT  
TYPES OF ACTIVITIES

<u>Group</u>	<u>Number of boys</u>	<u>Total days missed</u>	<u>Average days missed</u>
Athletic	65	253.5	3.90
FFA	99	599.5	6.16
Other high school activities	67	187.5	2.80
Total	231 <sup>a</sup>	1040.5	4.50

<sup>a</sup>This does not add to 200 because some boys participated in more than one activity.

When we break each activity down into the degrees of absences we see a very definite relationship between the number of days missed and the grades received by the students. Of the 200 boys observed in Table VI, 101 of them had no participation in FFA activities. It is interesting to note that these boys had a lower grade point average than any of the other boys at any degree of absence. It is also worthwhile to observe that as the degree of absences increases, there tends to be an increase in the grade point average of the student. However, as we evaluate the four highest degrees of absences, we fail to see any great difference in grade point, which would lead us to believe that there is no harmful affect on the student of higher ability, when he misses a greater number of days from school. It is interesting to note that Table VI shows a significant contrast in the degree of participation by the students. Based on the material presented in this table we can conclude that the degree of participation in Future Farmers Activities does not have an adverse effect on the scholastic achievement of the student.

TABLE VI

AVERAGE GRADE POINT FOR HIGH SCHOOL BOYS WHEN COMPARED  
TO THE NUMBER OF DAYS MISSED FROM SCHOOL DUE  
TO FUTURE FARMER ACTIVITIES

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
0	101	2.27
$\frac{1}{2}$ - 2	22	2.31
$2\frac{1}{2}$ - 4	24	2.42
$4\frac{1}{2}$ - 6	21	3.03
$6\frac{1}{2}$ - 8	15	2.93
$8\frac{1}{2}$ - 10	2	2.82
More than 10	15	2.98

f value 5.47\*\*

\*\* Significant at the 1 per cent level

An evaluation of the data expressed in Table VII indicates that there was no harmful affect of an increased number of athletic events participated in by the boys. There was no significant difference in the grades received by those boys participating in a large number of activities as compared to those boys which participated in a lesser number. It is interesting to observe that the few boys that missed a larger number of days did in fact make a higher grade point average for the year.

TABLE VII

AVERAGE GRADE POINT FOR HIGH SCHOOL BOYS WHEN COMPARED  
TO THE NUMBER OF DAYS MISSED FROM SCHOOL DUE  
TO ATHLETIC ACTIVITIES

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
0	135	2.39
$\frac{1}{2}$ - 2	35	2.49
$2\frac{1}{2}$ - 4	13	2.77
$4\frac{1}{2}$ - 6	3	2.04
$6\frac{1}{2}$ - 8	5	2.56
$8\frac{1}{2}$ - 10	2	2.50
More than 10	7	3.63

f value 2.0

The data in Table VIII is of special interest because this information indicates a reverse relation with the previous tables. According to the information presented here, there seems to be a harmful affect on students when they participate to a greater degree in other school activities. However, there is much less participation in the higher degree level according to this study. Communication with all sponsors may have been limited to some reporting teachers, therefore limiting the recording of some of the other school activities.

TABLE VIII

AVERAGE GRADE POINT FOR HIGH SCHOOL BOYS WHEN COMPARED  
TO THE NUMBER OF DAYS MISSED FROM SCHOOL DUE  
TO OTHER SCHOOL ACTIVITIES

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
0	133	2.44

Table VIII (Continued)

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
$\frac{1}{2}$ - 2	38	2.45
$2\frac{1}{2}$ - 4	15	2.83
$4\frac{1}{2}$ - 6	11	2.62
$6\frac{1}{2}$ - 8	2	2.67
$8\frac{1}{2}$ - 10	1	2.00
More than 10	0	----

f value 4.24\*\*

\*\* Significant at the 1 per cent level

There is a significant difference in the grade point averages when compared to the number of days missed. This is opposite to what was found with the FFA and athletic type activities.

A review of Table IX discloses that those students which miss a large number of days due to unexcused absences and do not miss any school due to activities will tend to have a lower grade point average. There seems to be a definite decline in the grade point averages as the number of days missed due to unexcused absences increases. As these students did not participate in any school activities, it may be possible that the reason for a large number of unexcused absences is that these students had no interest in the school program.

TABLE IX

AVERAGE GRADE POINT FOR HIGH SCHOOL STUDENTS WHEN  
 COMPARED TO THE NUMBER OF DAYS MISSED FROM  
 SCHOOL FOR UNEXCUSED ABSENCES  
 (NO PARTICIPATION)

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
$\frac{1}{2}$ - 2	10	2.49
$2\frac{1}{2}$ - 4	4	1.89
$4\frac{1}{2}$ - 6	3	1.21
$6\frac{1}{2}$ - 8	3	1.08
$8\frac{1}{2}$ - 10	0	----
More than 10	6	.99

TABLE X

AVERAGE GRADE POINT OF STUDENTS THAT PARTICIPATED IN  
 SCHOOL ACTIVITIES WHEN COMPARED TO THE NUMBER OF  
 DAYS MISSED DUE TO UNEXCUSED ABSENCES

<u>Number of days missed</u>	<u>Number of students</u>	<u>Average grade point</u>
0	105	2.73
$\frac{1}{2}$ - 2	32	2.70
$2\frac{1}{2}$ - 4	20	2.25
$4\frac{1}{2}$ - 6	9	1.69
$6\frac{1}{2}$ - 8	6	1.42
$8\frac{1}{2}$ - 10	7	2.23
More than 10	25	1.59

f value 5.2\*\*

\*\* Significant at the 1 per cent level

Table X indicates a significant difference in the grades received by

those students missing a low number of days as compared to the students which missed a larger number of days due to unexcused absences. This information might tend to suggest that absences from school are a contributing factor to low scholastic grades. This may depend on whether a student is allowed to make up the material or work that he missed while he was absent from school due to a school activity or authorized absence. The school policies on this matter will vary with each individual school.



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The objective of this study was to determine the relationship of the number of activities of high school boys to their scholastic grade. There were 200 boys from 20 high schools in Oklahoma used in this study. The data collected included the number of days of school missed due to FFA activities, Athletic, all other school activities, unexcused absences and the grade point average of each boy in the experiment. The high schools used were picked at random from the list of schools having Vocational Agriculture. The boys used in the study were also selected at random and did not have to be enrolled in Vocational Agriculture.

#### Summary of Findings

1. From information revealed in this study we can conclude that a high degree of participation in activities does not tend to lower the grades of the students. Those students with a high rate of participation maintained a higher grade point average than those students with less participation or no participation at all.
2. When comparing the students that missed more than 5 days or less to those students which missed more than 5 days due to school activities a higher grade point average is observed in favor of the students with more than 5 days of school activities.
3. There was no significant difference in the grade point average

of the participating student when compared to the students that did not participate in school activities.

4. Students which participated in more than one school activity earned a higher scholastic grade than the students that participated in only one activity. From data presented we can conclude that the students with the higher scholastic ability are participating in more than one activity,
5. The Future Farmers of America activities took the students out of school more than any other school activity. The average number of days missed by the students in this study was four and one-half days per student.
6. There is a significant difference between the number of days missed and the grade point average of the students participating in Future Farmer of America activities. The students which had the highest grade point average also had the greatest degree of absences due to FFA activities.
7. There was no significant difference in the grades received by those boys participating in a large number of athletic events when compared to the boys which participated in a lesser number of activities.
8. When students participate in other school activities to a greater degree there seems to be a damaging affect on their grade point average. There is a significant difference in the grades received and the number of activities participated in.
9. Those students which did not miss any school due to school activities and missed a large number of days due to unexcused reasons had a definite lower grade point average.

10. There was a significant difference in the grades received by students missing a low number of days as compared to the students which missed a larger number of days due to unexcused absences. When students miss an increasing number of days for unexcused reasons their grade point average will be lower than those students with less absences due to unexcused reasons.

### Conclusions

An evaluation of the data presented in this study could suggest certain conclusions as to the relationship of high school activities to the scholastic grades earned by high school boys. The scholastic achievements is the only factor that has been compared in this study. When comparing the scholastic grades of boys in this study to the number of days they have missed from school due to high school activities it is evident that the degree of participation has no harmful affect on their grades.

The greatest amount of participation in high school activities is accounted for by the students with the highest scholastic ability. Credit should be awarded to those sponsors and teachers who are using the more talented students to the greatest degree. With 64.5% of the students participating to some degree, it would seem that almost every student would have the opportunity to participate if he desires. The participation of students in activities seems to have a complimentary effect on the scholastic achievement rather than a harmful one.

The relationship of the number of unexcused absences to the grade point average of these students would be an interesting area for further investigation. It would seem that here is a problem worth studying, as

most of the very low grades occurred on students with very low participation and a very high number of unexcused absences.

From this study it can be concluded that the students participating in most types of activities are those that also have better grades. There is no indication that participation lowers grade point averages.

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A P P E N D I X E S

## Appendix A

Dear Fellow Educator:

Recent action by the North Central Accrediting Association has inspired research in education. The association between absences and the various activities in relationship to the grades earned by high school students is the problem we, as educators, are confronted with today.

Specifically I am trying to determine the association between the absences in FFA, Athletics, other school sponsored activities, (music, class activities, student council, etc.) and unexcused absences, with the grade point average of the student involved. To make this study a success I must have the cooperation of you and your vocational agriculture instructor. Further information and material is being sent to him.

I would like you to pick at random, 10 high school boys, which may or may not be enrolled in vocational agriculture in your high school.

To make this study as unbiased as possible I suggest that you pick the boys' names at random by putting the names of all the boys in a hat and draw 10 of them out, so each boy in high school will have a chance to be picked.

The information received from each individual school will be kept on a confidential basis.

Thank you for your time and consideration. I shall be looking forward to hearing from your school.

Sincerely yours,

Richard Raupe

## Appendix B

Dear Fellow Advisor:

Recent action by the North Central Accrediting Association has inspired research in education. The association between absences and the various activities in relationship to the grades earned by high school students is the problem we, as educators, are confronted with today.

Specifically I am trying to determine the association between the absences in FFA, Athletics, Other school sponsored activities (music, class parties and student council, etc.) and unexcused absences, with the grade point average of the student involved. To make this study a success I must have the cooperation of each Vocational Agriculture Instructor and Superintendent of each school involved. Your school has been selected to be used in this study.

I would like you to pick at random, 10 high school boys, which may or may not be enrolled in vocational agriculture in your school and use the enclosed form to record his activities and grades. To make this study as unbiased as possible I suggest that you pick the boys' names at random by putting the names of all the boys in a hat and picking out 10 names, so each boy in your high school will have a chance to be picked.

I have enclosed a chart that is simple and will provide all of the material that I desire. I realize that this will require some of your valuable time to get this material each six or nine week period, but I feel that this study will be a great value to Vocational Agriculture teachers, as well as other educators in our state.

I am sending a letter of explanation to your superintendent to see if he will cooperate in this study. If he does not wish to provide material for this survey please let me know by the enclosed card. Likewise if you will sacrifice your time please indicate on the card. When this study is complete and all results are tabulated I shall make available the findings to all the Vocational Agriculture teachers.

Thank you for your time and consideration. I am eager to hear from you.

Sincerely yours,

Richard Raupe



\_\_\_\_\_ High School

\_\_\_\_\_ Week Grading Period (6 or 9)

NAME OF STUDENT	NUMBER OF TIMES ABSENT				Total	Grade Point Average
	Athletics	F F A	Other School Activities	Unexcused		

Appendix C

## Appendix D

Dear Fellow Teacher:

As we move further into the 1962-63 school term, the controversial activities regulation is taking on more emphasis in our school systems. These activities have been discussed to a great extent by the educators in our state. The effectiveness of our school programs will be of concern to the new governor and his administration. It is my sincere desire to evaluate the affect of these activities on the scholastic grades of our high school boys.

I am pleased to report that more than thirty High Schools throughout the state of Oklahoma, with the assistance of the Vocational Agriculture Instructors, are participating in this survey. With your continued support and cooperation I believe that we will be able to answer our critics with a satisfying reply.

In my study thus far, there has been some question as to when I would like to receive the activity and grade report from each of the schools. It is necessary that the reports be completed at the end of each grading period, (6 wk. or 9 wk.). This must be done if we are going to determine the affect of the activities at different times during the year. I would like to receive the reports at that time, however if you would desire to retain all of the reports and send them to me at the end of the semester or at the end of the school year this would be satisfactory to me.

Enclosed you will find enough report forms for the remainder of the school year. I have more if you need them or they may be duplicated.

Your interest and cooperation is greatly appreciated.

Sincerely yours

Richard Raupe

VITA

RICHARD LAVERNE RAUPE

Candidate for the Degree of

Master of Science

Thesis: DETERMINING THE RELATIONSHIP OF THE NUMBER OF ACTIVITIES OF HIGH SCHOOL BOYS TO THEIR SCHOLASTIC GRADES

Major Field: Agriculture Education

Biographical:

Personal data: Born at Guthrie, Oklahoma, January 22, 1937, the son of Kenneth O. and Ida Fay Raupe.

Education: Attended grade school at Merrick and Tryon, Oklahoma; graduated from Marshall High School in 1954; received Associate of Science degree from Northern Oklahoma Junior College in 1956; Bachelor of Science degree from Oklahoma State University with a major in Agriculture Education in January, 1959; completed requirements for the Master of Science degree in August, 1964.

Professional Experience: Taught Vocational Agriculture in both the Mulhall and Orlando Public School on a full one-half time basis from February 1959 to June, 1959. Vocational Agriculture Instructor at Mulhall High School since July 1959 on a full-time basis.

Organizations: Member of St. Margaret's Catholic Church, Mulhall, Oklahoma; Phi Delta Kappa, Collegiate FFA, Oklahoma State University Alumni Association, Oklahoma Vocational Agriculture Teacher's Association, Oklahoma Vocational Association, Oklahoma Education Association, and American Vocational Association.