

SUPERINTENDENTS' AND SCHOOL BOARD MEMBERS'
PERCEPTIONS OF THE FEASIBILITY OF
EXTENDED TIME FOR EDUCATIONAL
SERVICES IN THE STATE
OF KANSAS

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Significance of the Study.	4
Purpose of the Study	5
Research Questions	5
Limitations.	6
Assumptions.	6
Definition of Terms.	6
Summary.	7
II. REVIEW OF THE LITERATURE.	8
Introduction	8
Administrators and the Extended School Year.	9
Achievement and Learning	12
Personal and Social Effects.	17
Facilities	18
Perceived Economic Costs	19
Rationale and Research Questions	20
Summary.	24
III. METHOD AND RESEARCH DESIGN.	25
Sample and Design.	25
The Extended Time for Educational Services Questionnaire.	26
Research Questions	28
Data Analysis.	28
Summary.	29
IV. PRESENTATION AND ANALYSIS OF DATA	30
Introduction	30
Perceived Attitudes Toward Extended Day and Year in Relation to the Three Structural Changes to the School Day and Year.	31
Perceived Attitudes Toward Extended Day and Year in Relation to Personal and/or Social Effects	33
Perceived Attitudes Toward Extended Day and Year in Relation to Use of Facilities.	34
Attitudes Toward Extended Day and Year in Relation to Perceived Financial Problems.	34
Research Questions	37

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	47
Introduction	47
Sample and Population.	47
Conclusions Regarding Five Areas	49
Findings in Regard to the Research Questions	52
Conclusions Regarding Research Questions	55
Discussion	56
Recommendations for Further Research	58
Concluding Comments.	58
A SELECTED BIBLIOGRAPHY.	61
APPENDIXES	64
APPENDIX A - QUESTIONNAIRE COVER LETTER TO SUPERINTENDENTS AND SCHOOL BOARD PRESIDENTS.	65
APPENDIX B - RESEARCH INSTRUMENT.	68
APPENDIX C - FOLLOW-UP LETTERS.	75

LIST OF TABLES

Table	Page
I. Perceived Attitudes Toward Extended Day and Year in Relation to the Three Structural Changes in the School Day	32
II. Perceived Attitudes Toward Extended Day and Year in Relation to Personal and Social Effects.	33
III. Perceived Attitudes Toward Extended Day and Year in Relation to Full Use of Facilities	35
IV. Attitudes Toward Extended Day and Year in Relation to Perceived Financial Problems	36
V. Superintendents' and School Board Presidents' Responses to Question A10.	38
VI. Superintendents' and School Board Presidents' Responses to Question B9	38
VII. Superintendents' and School Board Presidents' Responses to Question C8	39
VIII. School District Enrollment Size Responses to Question A10.	41
IX. Contingency Table Statistics for Question A10.	42
X. School District Enrollment Size Responses to Question C8	42
XI. Contingency Table Statistics for Question C8	43
XII. School District Enrollment Size Responses to Question B9	44
XIII. Contingency Table Statistics for Question B9	45

CHAPTER I

INTRODUCTION

The changes that are occurring within our society have brought about a renewed interest in the concept of extended day and year programs in public schools. The National Commission on Excellence in Education (NCEE), which consisted of an 18-member panel appointed by Secretary of Education Terrel H. Bell, recommended as one of their many suggested reforms the extension of the school year from the traditional 180 days to 220 days (Goldberg, 1983). This reform movement has been fueled by the findings which indicate that U.S. students graduating from high school have an achievement level which is below that of other industrialized nations (Holsinger, 1982). The average tested achievement of students graduating from college is also lower (Goldberg, 1983).

Evidence presented to the NCEE demonstrated the following disturbing facts about U.S. schools, students, and their use of time. They found that, compared to other industrialized nations, U.S. school students spend much less time on school work and time spent in the classroom and on homework is often used ineffectively. In addition, U.S. schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work (Holsinger, 1982). The NCEE's report (Goldberg, 1983) further stated that in the United Kingdom and other industrialized countries, it is not unusual for academic high school students to spend eight hours a day at school, 220

days per year. In the U.S., by contrast, the typical school day lasts six hours, and the school year is 180 days (Goldberg, 1983).

Today, most of the public elementary and secondary schools in the U.S. sit locked up during the summer months, their facilities unused (Varner, 1968). Some pupils spend their summers in camps or vacationing with their parents; others face the summer layoff from school with "nothing much to do," according to Holzman (1971, p. 1). Taxpayers consider this situation a great waste of costly facilities and equipment, valuable professional skills, and important learning time (Holzman, 1971). If IBM, 3-M or General Motors vacationed their nationwide facilities and personnel for three months each summer, their lack of cost-effectiveness would probably lead to bankruptcy (Brekke, 1984). Likewise, the cost-effectiveness of our teaching and students' retention of knowledge drops during summer months because of "vacationing" brain power.

Relationships of schools with parents, community organizations and agencies, cultural institutions, and work places are essential, both to provide reinforcement and support of the school program and to broaden the resources available for each child's education if taxpayers are to support our schools (State University of New York, 1983). School and community partnerships provide mutually beneficial help for education of different generations and broaden the public awareness of the purposes and programs of the schools (State University of New York, 1983). Brekke (1984) stated that by using schools to 100% capacity for 12 months with a year-round education calendar, the school district should be able to reduce the operational facility costs required by a traditional school year program.

At the Annual Convention of the American Association of School Administrators (AASA) on February 16, 1966, Lyndon Baines Johnson delivered an address which presented his ideals for schools:

Tomorrow's school will be a school without walls--a school built of doors which open to the entire community. Tomorrow's school will reach out to the places that enrich the human spirit--to the museums, the theaters, the art galleries, to the parks and the rivers and mountains. It will ally itself with the city, its busy streets and factories, its assembly lines and laboratories, so that the world of work does not seem an alien place for the student. Tomorrow's school will be the center of community life, for grown-ups as well as children, 'a shopping center of human services.' It might have a community health clinic or a public library, a theater and recreation facilities. It will provide formal education for all citizens--and it will not close its doors any more at three o'clock. It will employ its buildings around the clock and its teachers around the year (AASA, 1970, epigraph).

What effects could the longer school year and day have on students and teachers? The Proposed Action Plan to Improve Elementary and Secondary Education Results in New York State (State University of New York, 1983) stated that summer programs of intensive study should be used to provide in-depth study in particular subjects and to make better use of facilities and faculty during the summer months.¹ In addition, projects would offer access to a concentration of study and experience not usually available in the regular school year (State University of New York, 1983).

Teachers can be paid for working more hours per day or more days per year (Cresap, McCormich, and Paget, 1984). Teachers can also be paid to teach an extra period, advise students and provide remedial assistance, consult parents, train other teachers, and observe and assist other teachers. In addition, teachers would earn additional money to develop instructional materials, teach summer school, and perform other professional tasks (Cresap, McCormick, and Paget, 1984). These methods to pay teachers higher salaries may appeal to taxpayers if they believe that they are getting more work for their larger investment (Cresap, McCormick, and Paget, 1984).

¹Unless otherwise noted, all references to the Proposed Action Plan refer to the proposed revisions of state and educational priorities and expectations for student performance and requirements for school compliance as directed by the Office of the Regents, State University of New York.

Some of these measures can alleviate problems of burnout or stagnation by providing new types of activities for teachers; however, there is also the danger of intensifying burnout if the level of additional responsibility becomes too great or sustained (Cresap, McCormick, and Paget, 1984).

The Proposed Action Plan stated that substantially more time is needed in the school year. The school year would be extended 20 days to provide for an instructional school year of 180 days. Staff inservice education, curriculum development, course planning, and program evaluation would be at least 10 days in length. The remaining days would be used for statewide comprehensive student examinations and entry-level teacher examinations. The increased inservice days are to provide time for in-depth study in particular subjects and to make better use of the facilities and faculty. Projects that are to be developed would provide six weeks of summer study for students in areas such as language, music, art, mathematics, computer science, or science which would offer a concentration of study and experience not usually available in the regular school year (State University of New York, 1983).

Significance of the Study

The period since 1959 has been one of great change, highlighted by the emergence of a bewildering array of special interest groups which shared a common belief in the efficacy of education as an instrument for social change. Throughout this period, only one major element remained static, the time required for instruction. Time for teaching and learning in the areas of student achievement must be increased and protected from encroachment (Gill, 1983).

Another aspect of extending the school year would be to allow the school district to more efficiently utilize their facilities and resources

(Nygaard, 1974). This current study examined the extent to which Kansas superintendents and board presidents of unified school districts were aware of the present time constraints and whether they supported additional time being added to the school day and school year.

Purpose of the Study

The purpose of this study was to identify, classify, and compare the attitudes of Kansas superintendents and board presidents of unified school districts concerning the degree of support for extending the school day and school year. The added time would be used to offer additional teaching services for students that require tutoring, or elect to participate in programs of enrichment. The added time at the high school level would be used to offer students a greater selection of courses while restricting intrusion upon the first five hours of the day which are reserved for those courses mandated by the State of Kansas as necessary for graduation. The information gathered would be used to identify support for such a change in school time structure. The information would also be used to measure the support for continuation of the traditional time structure and to examine the relations between attitudes and selected demographic variables.

Research Questions

This study was primarily concerned with whether respondents accepted or rejected the proposal of extending the day at the high school level to seven hours, the elementary level by 30 minutes for selected students who qualified for tutoring in reading or mathematics, and to extend the year by six weeks for seventh and eighth grade students who elected to participate in an enrichment project.

Limitations

This study was limited to a sample of Kansas public school superintendents and board presidents for unified school districts. The sample was randomly selected from the 1985-85 Kansas Educational Directory (Kansas State Department of Education, 1985). Generalization from the study must also be limited by the ability of the individuals to respond accurately to a questionnaire designed to measure attitudes toward extending the school day and school year in Kansas public schools.

Assumptions

This study assumed that the sample group would have similar interests with their counterparts in other districts in the State of Kansas. This study also assumed that there would be no extreme differences between attitudes of superintendents of Kansas public school districts.

Definition of Terms

The following terms were used throughout the study:

Extended School Year. This term refers to any days added to the traditional calendar school year of 180 days, or 1,080 hours, as specifically stated in Kansas Statutes Annotated 72-5413(1) as amended by the 1980 Legislature.

Extended School Day. This term refers to any time added to the traditional school day of six hours.

Public School. An elementary or secondary school that is part of a system of free public schools maintained by federal, state, and local taxes and supervised by the local elected authorities called a board of education.

Kansas Superintendent, K-12 Public Schools. The administrative employee of a school district who is employed by a board of education in an administrative capacity and who is fulfilling duties for which an administrator's certificate is required.

Board of Education. The elected governing body of the school district.

Kansas Board President for Unified School Districts. The presiding head of a Kansas school board, elected by his or her peers.

School District Size. For the purposes of this study, school district enrollment size of 100 to 3,099 will be referred to as "smaller school district" when being compared with enrollment size districts of 3,100 to 50,000.

Summary

Chapter I has stated the problem to be investigated, described the sample group, and noted the areas of concern to be analyzed. Also included were the limitations of the study, delimitations of the study, and definition of terms. Chapter II will include a review of the literature as it pertains to the extended day and year programs in public schools.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter includes a review of the literature as it pertains to the extended day and year programs in public schools. Educational authorities that have researched the various aspects of extending the school year will be cited. The literature will be reviewed as it pertains to student achievement and learning, and the influence on personal and social life. The utilization of costly school facilities and the perceived economic costs related to the various extended school programs will be researched.

Thomas (1973) and McLain (1973) defined the term "extended school year" as including all programs that extend the academic offering of the school to a longer part of the year than the regular school year (180 days). This would include summer school, as well as the various types of year-round programs. Summer school usually does not last all summer, nor does it offer the same curriculum as the regular school program (McLain, 1973). An all-year or year-round school usually operates longer during the summer than does summer school, and its summer activity is usually more closely integrated with the regular school program than is summer school (McLain, 1973). An extended day program is one in which school begins between 7:30 and 8:30 in the morning and, after school, goes until 5:30 or 6:00 (Nall and Switzer, 1984). Thus, there are variations within the commonly accepted definitions of an extended school year.

The idea of some form of school during the summer months is not new (Dougherty, 1981). A U.S. government study reported in 1841 that 11-month school calendars were being used in Baltimore, Buffalo, Cincinnati, Detroit, New York City, Philadelphia, and Washington, D.C. (Dougherty, 1981). The idea has persisted in a variety of forms since the turn of the century (Dougherty, 1981). Gill (1983) stated that throughout the past century, teachers and others complained in growing numbers, as they did in 1872, that the time available was not sufficient for the task. In 1889, the first special-interest legislation was enacted: a requirement that schools provide instruction on the abusive nature of alcoholic drinks and other narcotics. This law was later expanded to require instructions for a specific amount of time in that subject each day (Gill, 1983). During the early 1900's, the schools were given responsibility for manual or vocational education, for instruction in morals and nutrition, and for expanded instruction regarding the American system of government (Gill, 1983). Long heard and little listened to, the question of time for education needed two major public issues to bring it once again to the forefront of public scrutiny. Those issues, increasing the expectation of schooling and the perceived problem of declining student achievement, grew rapidly to state and national attention in the seventies and early eighties (Gill, 1983). While adding to the tasks of schooling, the state did not simultaneously add to the time required for schooling (Gill, 1983).

Administrators and the Extended School Year

Time for students and teachers is directly related to administration. Clauset and Gaynor (1982) stated that time allocation is a function of school policies and may be outside the sphere of influence for many teachers. Administering a year-round program requires more planning,

coordinating, and supervising than the actual performance of detailed tasks (Henson, 1974). The multiplicity of decisions which must be made concerning assignment of pupils, selection of materials, methodology of teaching, use of facilities, and other related activities requires high level administrative leadership (Henson, 1974). The administrator must be able to provide the necessary inspiration, support, and opportunities for growth and change required (Henson, 1974). The ease and efficiency with which the administrative processes are executed and the services delivered for the entire program within the school are a direct reflection of the administrator's ability to organize and implement a management system (Henson, 1974).

The success of all-year programs centers around the readiness of classroom teachers to implement them (Thomas, 1973). Teachers need an opportunity to study one or more recommended extended year school plans so they can see the initial objectives and the possible outcomes (Thomas, 1973). Thomas stated that early hostility to extended year school plans has been reduced as more and more teachers see the possibilities of flexible teacher contracts, plus guarantees that the school board is not going to have them work longer without proper pay adjustments. Male teachers, especially, like the longer contract year, which enables them to work at their dignified profession all year instead of seeking part-time jobs in less rewarding summer work, as the traditional school calendar often requires (Hermansen and Grove, 1971). Female teachers with family responsibilities are concerned about their children if they attend neighboring community schools operating under the traditional calendar (Thomas, 1973). Also, teachers near retirement age see the extended school plan as an opportunity to increase their pensions by increasing the earnings of their last teaching years (Thomas, 1973).

Administrators have become increasingly aware of the parental pressure in the last decade, which has shifted from one of "promote my child" to one of "make him learn" (Dougherty, 1981). Lawsuits challenging school districts for promoting and graduating students who are functionally illiterate have received widespread media coverage in the past few years (Dougherty, 1981). To date, parents have not won these cases; however, the cases do indicate that parents and the public hold the schools accountable for turning out high school graduates with at least minimum skills (Dougherty, 1981).

Parents are concerned about their children and to what extent the school's programs meet the children's individual needs. Because of the pressures of time, many gifted students do not participate in the programs designed for them (Dougherty, 1981). The extended year program would allow the gifted to participate in a variety of enrichment activities that will challenge the student's talents (Dougherty, 1981).

Under Public Law 94-142, every handicapped student is guaranteed the right to an appropriate free public education (Dougherty, 1981). In June, 1979, U.S. District Judge Clarence Newcomer ruled that the Pennsylvania Department of Education must provide a program beyond the normal 180-day school year for any handicapped youngster who needs it (Dougherty, 1981). The ruling was based on the premise that handicapped youngsters may regress if their educational progress is interrupted during the summer months (Dougherty, 1981). This ruling was upheld by the Third U.S. Circuit Court of Appeals in an August, 1981, decision (Dougherty, 1981). Since Public Law 94-142 requires handicapped students to have equal educational opportunities, the privilege of attending summer school is also theirs (Dougherty, 1981).

Youngsters fail during the school year for many reasons: absenteeism due to illness, laziness, poor study habits, disruptive home life, emotional traumas, and in some cases, a combination of these (Dougherty, 1981). The student is told to either repeat the grade or course, or to attend summer school (Dougherty, 1981). Most parents will prefer that their children enroll in summer school rather than face the stigma of being a grade behind, even though this stigma is slowly disappearing as the number of students being retained increases (Dougherty, 1981).

From 1970 to 1980, the percentage of working women having children under the age of 18 has nearly doubled (Nall and Switzer, 1984). The number of marriages ending in divorce has also increased significantly in recent years, with the result that one in every five children now live with a single parent (Nall and Switzer, 1984). Most of their parents must hold full-time jobs to support themselves and their children (Nall and Switzer, 1984). It has created a problem for schools, which have felt increasing pressure to help with the solution (Nall and Switzer, 1984). It has also created an opportunity known as the "extended day" (Nall and Switzer, 1984). However, it is not the school's job to be surrogate parents, and certainly not surrogate babysitters (Nall and Switzer, 1984). And yet, historically, schools have adapted to the needs of society (Nall and Switzer, 1984).

Achievement and Learning

Ahmann and Glock (1963) defined academic achievement as pupil achievement in all curriculum areas except physical development, emotional development, and ethical behavior. Hence, the evaluation of academic achievement includes all evaluation instruments designed to determine the degree to which education objectives in the remaining areas have been

achieved (Ahmann and Glock, 1963). By definition, it includes all the paper-and-pencil tests, performance tests, and nontesting procedures that measure changes in pertinent types of pupil behavior (Ahmann and Glock, 1963).

Henson (1974) defined learning as developing skills and understandings which facilitate problem solving and transfer of learning rather than only the mastery of content. Henson further stated that learning experiences must be based on carefully conceived objectives, stated behaviorally when possible for objectivity and ease of measurement (Henson, 1974).

Wiley and Harnischfeger (1974) used sixth grade achievement data to find that the school-level regression equations indicated:

. . . where students received twenty-four percent more schooling, they will increase their average gain in reading comprehension by two-thirds and their gains in mathematics and verbal skills by more than one-third. These tremendous effects indicate that the amount of schooling a child receives is a highly relevant factor for his achievement (p. 9).

By extrapolation, Wiley and Harnischfeger (1974) projected that increases in the length of the school year, or in the attendance rate, or in the length of the school day would each have high expected payoffs in achievement.

The school administrator must provide the policy and program in which students are given every opportunity to learn and achieve. Administrators must have the leadership skills necessary to develop, implement, and assess school policy. Affective assessment will determine if students are being given these opportunities to learn and achieve at every level. According to *School Day and School Year Mandates: A Report and Preliminary Recommendations* (Gill, 1983), controlling the time and tasks of schooling are the most powerful tools the state has for affecting student achievement and

the quality of schooling¹. Since administrators must follow the directives of the state boards of education, it is reasonable to assume that the need to develop local school policy will contain measures necessary to comply with these new laws concerning length of school day and length of school year. It is understood that a given amount of time does not ensure achievement, but it does create an opportunity for achievement that may not be possible without it (Gill, 1983).

The Dade County Florida Public Schools implemented the Extended School Program to help children read, write, and computer better (Jones, 1980). More than 4,000 elementary students from 64 Title I schools received one hour after-school instruction during the pilot year (Jones, 1980). In the program's first year, students received instruction in either reading or mathematics, depending on the deficiencies (Jones, 1980). A formal administrative review conducted by the evaluation unit of the Dade County Public Schools showed that in 11 of 12 instances of comparison, the achievement gains of Extended School Program students were greater than those of students in the regular Title I program (Jones, 1980). The California Achievement Test was used to pretest and posttest the students (Jones, 1980). The "normal curve equivalent" (NCE) results showed substantial gains of 20.29 in mathematics at the first grade level. The reading results for the first grade showed an increase of 9.68 NCEs (Jones, 1980). These were the greatest gains attained at any grade level (Jones, 1980).

A diagnosis of the achievement of emotionally, physically, and academically handicapped children with normal intelligence has demonstrated

¹Unless otherwise noted, all reference to the Illinois School Day and School Year Mandates refer to preliminary recommendations the state has established in regards to minimum time per school day and school year as directed by the Illinois State Board of Education, Springfield, Illinois, 1983.

pilot programs that "slow progressing" students who worked in continuous learning year programs made greater educational gains than comparable children who did not (Thomas, 1973). Thomas further stated that the All Year School simply enables each child to make a proportionate amount of gain in covering a certain amount of ground beyond that which he would ordinarily cover at the rate that is normal for him. For a few bright children, this means actually doing the eight years in six, for a few of the most handicapped, it means merely a little additional progress in a school career that is bound to be slow at best; for the great mass of the children in foreign neighborhoods, it means completing a regular course in a little less than eight years instead of the nine or more years that would be normal for them, as shown by the records of pupils in schools outside the U.S. (Thomas, 1973).

Learning is produced in schools in a context of many variables that affect its effectiveness (Fredrick and Walberg, 1980). These variables are attributable to the student, the quality or method of instruction, the relationship of the student to others in the social environment, and the skills of the people responsible for instruction (Fredrick and Walberg, 1980). Invariably, one of the additional variables operating is time--time spent in homework on a lesson, during the school year, or in a lifetime of schooling (Fredrick and Walberg, 1980). A principal can implement attendance policies based on incentives, minimize administrative distractions and interruptions of the school day, and consistently and fairly enforce codes of conduct that have clear penalties (Justiz, 1984); however, recent attention to the efforts to improve school effectiveness has invariably led to a consideration of time as an influencing variable (Seifert and Beck, 1983). Researchers may disagree on the best ways to evaluate the influence of this

variable, but little disagreement exists concerning the notion that time is a crucial variable (Salmon, 1982).

Murphy et al. (1982) reported that the classroom practices which make a difference in academic expectations are:

1. Establishing an academically demanding climate.
2. Conducting an orderly, well-managed classroom.
3. Insuring students academic success.
4. Implementing instructional practices that promote student achievement.
5. Providing opportunities for student responsibility and leadership.

The common variable in these effective practices is time. Each of the five critical practices is time dependent (Murphy et al., 1982). Strong leadership and attention to the quality of instruction by the building principal makes a difference in effective instruction and achievement by students (Edmonds, 1982).

Achievement is dependent on the emphasis given in school through the curriculum, which, in turn, is contingent upon the time available or allocated to a subject area (Holsinger, 1982). It is a complex process, involving ability, many out-of-school influences, the contribution of both school and teacher, and the inner responses of the student to the opportunities provided (Holsinger, 1982). The greatest advances in improving achievement will be obtained by addressing the fundamental social and economic disparities in society and by requiring educators to continue to improve learning conditions (Holsinger, 1982). Perhaps the greatest advantage of Year-Round Education is its potential to improve student achievement (Brekke, 1984).

Personal and Social Effects

Schools operate at different levels of flexibility (Thomas, 1973). Lack of staff flexibility is a major barrier to getting new programs off the planning level (Thomas, 1973). Teachers electing a full 11 or 12 month teaching contract will not be free to work elsewhere during the summer, but this can be a relief to those who have often had to take jobs they considered degrading or which paid only a pittance in comparison to their new summer teaching earnings (Thomas, 1973). Earlier hostility to all-year school plans has been reduced as more and more teachers see the possibilities of flexible teacher contracts, plus guarantees that the school board is not going to have them work longer without proper pay adjustments (Thomas, 1973).

Many highly qualified persons are interested in teaching at the elementary or secondary levels, but not on a full-time basis (Cresap, McCormick, and Paget, 1984). Part-time appointments have many attractive attributes, including greater access to larger numbers of highly qualified persons as well as reduced costs (Cresap, McCormick, and Paget, 1984).

An extended day does not appear to be a great burden on a school's administration or a drain on dollar resources (Nall and Switzer, 1984). An extended day program needs as much administrative attention to quality as does any more traditional part of the academic program (Nall and Switzer, 1984).

Extended day programs are something about which every elementary school should think. They offer the school, the parents, and the children positive opportunities, but they should only be undertaken if a school is committed to developing a program of quality. The children need it, and they deserve it (Nall and Switzer, 1984).

Experience has clearly and consistently demonstrated the importance of strong leadership in undertaking any fundamental change in a school district (Cresap, McCormick, and Paget, 1984). Top-level management (including the school board and superintendent) must demonstrate from the beginning that it considers the effort important and that it intends to invest the time and resources required to make it work (Cresap, McCormick, and Paget, 1984).

According to the report on the Extended School Program in Dade County, "The pivotal point in the success of the Extended School Program is the teacher" (Jones, 1980, p. 491). Only teachers recommended by their principals--who themselves are held accountable for their recommendations--have been hired to work at the Extended School Program (Jones, 1980). It appears that teachers and administrators are able to more fully meet the goals of an extended day whenever freedom to choose teaching assignments is a part of the scheduling process.

Facilities

The typical school system, with its buildings and resources standing idle for one-fourth of the calendar year, is hardly an example of responsible cost-effectiveness (Brekke, 1984). Brekke contended that the main financial advantage of extending the school year is the potential to use a school facility to its maximum capacity for 12 months.

However, reduction in school vandalism and burglary has been consistent when school personnel (including night custodians on duty until midnight) occupy school buildings virtually 12 months a year (Brekke, 1984). These schools tend to be unattractive targets for vandals and burglars (Brekke, 1984).

A new motivation unrelated to the education program is causing school administrations to take another look at the year-round school--the conservation of energy (Dougherty, 1981). Some school districts have examined the possibility of scheduling the traditional three-month summer vacation during December, January, and February (Dougherty, 1981). This would reduce heating bills, although in warmer climates, air conditioning would be required during the hot summer months (Dougherty, 1981). Air conditioning costs equal, if not exceed, fuel costs; the energy savings would not be substantial, at least not in the southern one-half of the country (Dougherty, 1981).

The public school is more than books, chalkboards, and children. Many schools have become Community Education Centers (Shoop, 1983). The school building is often centrally located, well equipped, and underutilized (Shoop, 1983).

Critics argue that statutes restrict use of school facilities, except for specific purposes (Shoop, 1983). They also say that school monies raised by taxation are to be expended for specific purposes only (Shoop, 1983). A case decided by the Court of Appeals of North Carolina on December 15, 1981, provided a clear description of the current judicial view on the matter. The court affirmed its conviction that school boards should make an extended educational opportunity for their students and further stated that school boards are required to consider the needs of the community in shaping its programs (Shoop, 1983).

Perceived Economic Costs

Many communities are saving money, while at the same time gaining increased services, by expanding the traditional use of the school buildings (Shoop, 1983). In contrast, the findings of the AASA (1983) survey

showed that the cost of reform is substantial, but not impossible to meet. The wide diversity in the percentage of the increased costs among the surveyed districts indicates that some districts will find it much easier to implement such reforms than others (AASA, 1983). The willingness and capacity of taxpayers to fund their local schools varies widely, as does the willingness and capacity of state legislatures (AASA, 1983).

Rationale and Research Questions

Superintendents and school board presidents must both agree to and be willing to explore the benefits of any new or innovative approach to solving problems in public education. Administrators must provide the necessary inspiration and support for change to occur (Henson, 1974). This is the reasoning which led to the final decision concerning the population sample necessary for this study.

A review of the literature showed the following areas to be important in the understanding and analysis of superintendents' and school board presidents' attitudes toward the concept of an extended day and year. The literature also showed that these five areas influence superintendents' and school board presidents' attitudes toward the development of additional services for students. These areas are:

1. Perceived attitudes toward the three proposed structural changes to the school day and year.
2. Perceived personal and social effects.
3. Fuller use of facilities.
4. Perceived financial problems.
5. Enrollment size of school district.

Perceived Attitudes Toward Extended Day and
Year in Relation to Proposed Structural
Changes to the School Day and Year

The question of time for education needed two major public issues to bring it once again to the forefront of public scrutiny (Gill, 1983). These issues, increasing expectations of schooling and declining student achievement, have gained state and national attention (Gill, 1983). Time for students and teachers is directly related to administration (Clauzet and Gaynor, 1982). Controlling the time and tasks of schooling is a powerful tool in affecting student achievement and the quality of schooling (Gill, 1983). The academic core of instruction is defined as: language arts, mathematics, science, and social studies, including history (Gill, 1983). Five hours of each school day should be preserved for instruction in these disciplines and two hours should be added to the school day to accommodate other instruction and service (Gill, 1983). Thus, the questions designed to gather attitudes toward three structural changes to the school day were included in the questionnaire (Appendix A). They are numbered A1, A2, A8, B1, and C2.

Perceived Attitudes Toward Extended Day and
Year in Relationship to Personal and
Social Effects

"The pivotal point in the success of the Extended School Program is the teacher," according to Jones (1980, p. 490). It appeared that teachers are able to more fully meet the goals of an extended day whenever freedom to choose teaching assignments is a part of the scheduling process. Thus, the questions designed to gather attitudes toward "teacher choice" were

included in the questionnaire (Appendix A). They are numbered A6, B7, and C5.

Perceived Attitudes Toward Extended Day and Year
in Relation to Fuller Use of Facilities

The typical school system, with its buildings and resources standing idle for one-fourth of the calendar year, is hardly an example of responsible cost-effectiveness (Brekke, 1984). Taxpayers consider this situation a great waste of costly facilities and equipment (Holzman, 1971). Thus, the questions designed to gather attitudes toward "fuller use of facilities" were included in the questionnaire (Appendix A). They are numbered A5, B5, and C5.

Attitudes Toward Extended Day and Year in
Relation to Perceived Financial Problems

The findings of the AASA survey (1983) showed that the cost of reform is substantial but not impossible to meet. The willingness and capacity of taxpayers to fund their local schools varied widely (AASA, 1983). Thus, the questions designed to gather attitudes toward "perceived financial problems" are included in the questionnaire (Appendix A). They are numbered A4, B6, and C4. The questions asked about providing bus transportation for students enrolled in extended day and year classes. Questions A7, B8, and C6 are about the added costs of teachers' salaries. Questions B3 and B4 are about the use of tuition and scholarships to fund the summer project.

If time is such an important factor in the achievement levels of students and more time is needed in the form of an extended day and year, then the perceived attitudes of superintendents and school boards will

influence any decision made in relation to extending the school day. Thus, the first major research question of this study was:

Research Question I. Are superintendents and school board presidents willing to extend the school day one hour at the high school level?

Because of the pressures of time, many gifted students do not participate in the programs designed for them (Dougherty, 1981). The extended year program would allow the gifted to participate in a variety of enrichment activities that would challenge the student's talents (Dougherty, 1981). The Illinois State Board of Education proposed a summer program of intensive study for students that have completed the seventh and eighth grade (Gill, 1983). The curriculum would consist of language arts, music, art, mathematics, computer science, or science. Thus, the second major research question of this study was:

Research Question II. Are superintendents and school board presidents willing to extend the school year to include a summer enrichment project at the seventh and eighth grade level?

The Dade County Florida Public Schools implemented the Extended School Program to help children read, write, and computer better (Jones, 1980). A formal administrative review showed that in 11 of 12 instances of comparison, the achievement gains of Extended School Program students were greater than those of students in the regular Title I program (Jones, 1980). Thus, the third major research question of this study was:

Research Question III. Are superintendents and school board presidents willing to extend the school day to include the tutoring program at the elementary level?

The wide diversity in increased costs among the surveyed districts indicated that some districts will find it much easier to implement such reforms than others (AASA, 1983). Transportation, scheduling, and added

costs might influence attitudes in districts of various sized enrollments. Thus, the fourth and fifth research questions of this study were:

Research Question IV. Are small school districts less interested in adding time to the traditional school day than are larger city schools?

Research Question V. Are small school districts less interested in adding time to the traditional school year than are larger city schools?

Summary

The attitudes of superintendents and school board presidents were examined through survey techniques in order to arrive at answers to the above research questions. The five areas of concern were incorporated into the research questions. The following chapter will show how the researcher developed the instrument needed to make the inquiry about the attitudes of superintendents and school board presidents and describe the specific research techniques and methods used in the design of the study.

CHAPTER III

METHOD AND RESEARCH DESIGN

This chapter includes the research questions, the conceptual and operational definitions of the variables, and the definition and selection of population and sample. In addition, the development of the questionnaire, the types of field tests used, and the processes used to examine validity and reliability of the questionnaire are reported.

Sample and Design

The sample was a selection of 100 matched pairs of Kansas superintendents and board presidents for unified school districts from the population as listed in the 1985-86 Kansas Educational Directory and issued by the Kansas State Department of Education (1985).

The Kansas unified school districts have an assigned three digit number. The researcher used these assigned numbers to draw a sample of schools using the "Table of Random Numbers," Appendix B, page A22, of Statistics for the Behavioral Sciences (Jaccard, 1983). These 100 Kansas superintendents and 100 board presidents for unified school districts were contacted by letter on May 7, 1986, and requested to complete the enclosed "Extended Time for Educational Services Questionnaire." A self-addressed, stamped envelope was provided to return the questionnaire to the researcher. A follow-up letter was mailed in three weeks to those that had not returned their questionnaire.

The Extended Time for Educational Services Questionnaire

The Extended Time for Educational Services Questionnaire has four sections. The "A" section obtained attitudes about adding a seventh hour to the high school day. The "B" section obtained attitudes concerning adding a six week summer enrichment program to the school year for seventh and eighth grade students. The "C" section obtained attitudes about adding 30 minutes to the school day at the elementary level on Monday through Thursday. The "D" section of the questionnaire contained demographic questions about the respondents and their individual school districts. Diagrammed models showed the curriculum offered for sections A and B, thus allowing respondents to quickly see the Core Curriculum and Summer Project being proposed in this study (Appendix B).

The questions in each section were keyed to the five areas that the review of literature indicated influences attitudes about extended day and year decisions. These areas were:

1. Perceived attitudes toward the three proposed structural changes to the school day and year.
2. Perceived personal and social problems.
3. Fuller use of facilities.
4. Perceived financial problems.
5. Enrollment size of school district.

The questionnaire was consecutively tested on four separate occasions by giving graduate students in classes in educational administration an opportunity to respond to the questionnaire and to suggest improvements. The questions were grouped and unclear items were eliminated. Each question was then analyzed and revisions in wording and structure were made

within the instrument. Finally, a test-retest was used in a graduate class of 15 (N=15) students. The time between tests was seven days. The analysis determined the degree to which scores were consistent over time. Questions were compared and comments were checked that might show any misinterpretations and ambiguities. Additions, deletions, and modifications were made in an effort to further increase reliability. After final revisions, the questionnaire was sent for printing; cover letters accompanied each questionnaire (Appendix B).

Parten (1950) suggested mailing on a Wednesday afternoon, for delivery on a Friday or Saturday morning at the subject's home. There is considerable evidence to show that most questionnaires tend to be filled out during the weekend (Parten, 1950). Questionnaires that arrive early in the week tend to be laid aside and usually result in a lower return rate (Parten, 1950). The above suggestions by Parten were followed if a home address was available.

A white "survivor" envelope by International Envelope Company in the 9" x 12" size was used for the initial and return mailings of the questionnaire. The envelope displays a distinct diamond pattern around the border, helping to draw attention to an unreturned questionnaire. The sampled names and addresses were printed on labels for ease of mailing the questionnaires and the follow-up reminders used by the researcher. Respondent identification numbers were coded on the labels, questionnaires, and log to allow the researcher to maintain an accurate record of those respondents who had returned their questionnaires and those who needed to receive follow-up letters. Three weeks after the initial mailing, follow-up letters were sent, urging the return of questionnaires (Appendix C). The return rate was 70% for the superintendents and 54% for the board presidents.

Research Questions

The following research questions were used to measure the attitudes of superintendents and school board presidents in relation to the extended day and year:

Research Question I. Are superintendents and school board presidents willing to extend the school day one hour at the high school level?

Research Question II. Are superintendents and school board presidents willing to extend the school day to include a summer enrichment project at the seventh and eighth grade level?

Research Question III. Are superintendents and school board presidents willing to extend the school day to include the tutoring program at the elementary level?

Research Question IV. Are small school districts less interested in adding time to the traditional school day than are larger city schools?

Research Question V. Are small school districts less interested in adding time to the traditional school year than are larger city schools?

Data Analysis

After the returned questionnaires were recorded, the responses were keypunched by professionals. Microcomputer-assisted analysis was used with the Number Cruncher Statistical System (NCSS) developed by Hintze (1986) to produce the necessary statistical data reported in this study. NCSS is an integrated statistical and data analysis software package for the IBM-PC AT.

Descriptive statistics were used to provide statistical summaries of the response variables, including means, standard deviations, and percentiles. These univariate statistics numerically summarized a column of data and provided information about the spread and distribution of the data.

Cross tabulation and/or contingency table analysis were used to analyze two-way tables or matrices. This analysis tested certain research questions and provided a test for independence between rows and columns. A contingency table was used to provide row and column percentages in the case of the cross tabulation of two variables. The cross tabulation of research questions IV and V was followed by the computation of the chi-square test of independence to examine the relationship of district size and the interest in extending the school day and year. A small school district was considered to be one of 100 to 3,099 students; districts of 3,100 to 50,000 were defined as large districts.

Summary

This chapter has described the selection of the population for this study, a description of the sample selection, questionnaire development, circulation of the instrument, and types of data analysis to be used following the collection of data. Chapter IV will provide the data gathered from the circulation of the instrument and the analysis of that data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The population of this study consisted of 297 Kansas superintendents and 297 presidents of school boards, as listed in the 1985-86 Kansas Educational Directory (Kansas State Department of Education, 1985). A random sample of 100 school districts was selected. Seventy of the 100 superintendents surveyed returned their questionnaires, as did 56 of the 100 presidents of school boards. Six incomplete questionnaires were discarded, leaving 120 completed questionnaires. The return rates were 68% for superintendents and 52% for the school board presidents, for a total of 60%.

This chapter describes and analyzes the data collected in the study. It is divided into the following five areas, each related to an increase in the extended day and year at the high school, seventh and eighth grade, and elementary school levels:

1. Perceived attitudes toward the three proposed structural changes to the school day and year.
2. Perceived personal and social problems.
3. Fuller use of facilities.
4. Financial problems.
5. Enrollment size of school district.

The study dealt with five areas. First, what attitudes are expressed in the areas 1-5 towards extending the school day by one hour at the high

school level? Second, what attitudes are expressed toward extending the year to include a summer enrichment project at the seventh and eighth grade level? Third, what attitudes are expressed toward extending the school day by 30 minutes for tutoring services in mathematics and reading at the elementary school level? Fourth, "Are small school districts less interested in adding time to the traditional school day than are larger city schools?" Fifth, "Are small school districts less interested in adding time to the traditional school year than are larger city schools?"

The following questions that appeared on the questionnaire will not be reported on, as they did not pertain to the stated research questions but rather were used to gather information and provide a logical sequence for respondents: A3, A9, C2, C10, C11, and C12 (Appendix B).

Perceived Attitudes Toward Extended Day and Year
in Relation to the Three Structural Changes
to the School Day and Year

Five questions solicited attitudes toward the proposed structural changes for high school, summer project, and elementary level. These questions are shown in Table I, with the categories "Agree" and "Strongly Agree" collapsed to "Agree"; likewise with "Disagree." Percentages are for the entire sample of 120.

Questions A8 and A1 received the most support from superintendents and school board presidents, with 75.4% and 71.0% responding positively, respectively. All of the other questions indicated positive agreement except B1, "The proposed summer project should be for academic enrichment only," which had a negative response of 44.9% and a positive response of 39.5%. Several respondents indicated on the questionnaire that other courses should be included in the summer program. They stated that "academic

enrichment only" was too narrow for their district's needs. This appeared to indicate that superintendents and school board presidents were in positive agreement on the proposed structural changes at high school and elementary levels. However, they had a negative attitude concerning the proposed summer project for enrichment only.

TABLE I
PERCEIVED ATTITUDES TOWARD EXTENDED DAY AND
YEAR IN RELATION TO THE THREE STRUCTURAL
CHANGES TO THE SCHOOL DAY

Question	Agree %	Disagree %	No Opinion %
<u>High School Section</u>			
A1. Language arts, mathematics, science, social studies (including History) should be scheduled in the first five hours of the day.	71.0	22.0	7.0
A2. The sixth hour of the school day should be an elective and all high school students would be required to enroll in it. (Study Hall is NOT an elective.)	51.0	34.0	13.0
A8. The CORE CURRICULUM is made up of state-mandated courses that are required for graduation. These should be taught without interruption.	75.4	16.9	7.6
<u>Summer Project Section</u>			
B1. The proposed summer project should be for academic enrichment only.	39.5	44.9	15.6
<u>Elementary Section</u>			
C1. Students at the elementary level should be offered tutoring services in reading and mathematics after school for 30 minutes on Monday through Thursday.	45.3	38.4	16.2

Perceived Attitudes Toward Extended Day and Year
in Relation to Personal and/or Social Effects

The following questions measured attitudes toward the response variable, personal and/or social effects. The questions concerned assignment of teachers to the extended school hours (Table II).

TABLE II
PERCEIVED ATTITUDES TOWARD EXTENDED DAY AND YEAR
IN RELATION TO PERSONAL AND SOCIAL EFFECTS

Question	Agree %	Disagree %	No Opinion %
<u>High School Section</u>			
A1. High school teachers should have the right to accept or reject assignment to the seventh hour without fear of recrimination.	32.2	51.7	16.1
<u>Summer Project Section</u>			
B7. Teachers should have the right to choose whether they apply for teaching in the summer project without fear of recrimination.	86.2	6.0	7.8
<u>Elementary Section</u>			
C5. Teachers should have the right to reject assignment to the tutoring program without fear of recrimination.	77.8	13.7	8.5

It can be seen in Table II that superintendents and school board presidents indicated by 32.2% that teachers should be allowed to choose

whether they would be assigned to a seventh hour at the high school level. This percentage increased when the same question was asked concerning teacher assignment in the summer project and for tutoring at the elementary level. This suggested an attitude that teachers should be allowed to choose to teach or not in the summer, and for elementary teachers to tutor or not after school, but that high school teachers would have less choice in teaching a seventh hour course.

Perceived Attitudes Toward Extended Day and Year in Relation to Use of Facilities

Questions A5, B5, and C3 examined the use of school facilities. Table III summarizes the responses and shows agreement that gains in utilization are foreseen with a seventh hour and a summer session. Few respondents could foresee utilization gains for a 30-minute extension for tutoring.

Attitudes Toward Extended Day and Year in Relation To Perceived Financial Problems

Eight questions measured attitudes toward the "perceived economic problems" and are shown in Table IV. The three questions (A4, B6, and C4) about furnishing bus transportation reported high percentages in the "disagree" category, suggesting transportation costs as an impediment to establishing extended day and year programs. The three questions concerning teachers' salaries (A7, B8, and C6) indicated that most respondents felt teachers' salaries would not make the program too expensive for their districts.

In the questions concerning payment for the summer project (B3 and B4), respondents favored tuition or a scholarship fund to cover the added

expense. This could possibly indicate some concern with the finances of such a program. Each of the categories received favorable support, except the one dealing with transportation.

TABLE III
PERCEIVED ATTITUDES TOWARD EXTENDED DAY AND YEAR
IN RELATION TO FULL USE OF FACILITIES

Question	Agree %	Disagree %	No Opinion %
<u>High School Section</u>			
A5. Extending the school day by offering a seventh hour for electives would more fully utilize the facilities that are paid for through taxation.	71.8	12.8	15.4
<u>Summer Project Section</u>			
B5. A six-week summer project session would more fully utilize the facilities that are paid for through taxation.	68.7	15.6	15.7
<u>Elementary Section</u>			
C5. Extending the school day by 30 minutes each day to offer tutoring would more fully utilize the facilities that are paid for through taxation.	41.0	35.9	23.1

TABLE IV
 ATTITUDES TOWARD EXTENDED DAY AND YEAR
 IN RELATION TO PERCEIVED FINANCIAL
 PROBLEMS

Question	Agree %	Disagree %	No Opinion %
<u>Transportation</u>			
A4. The school should provide transportation home after the sixth hour for bus students. Transportation after the seventh hour should be the responsibility of the students or parents.	28.0	62.7	8.5
B6. The school should provide transportation for summer project students.	19.9	68.1	12.1
C4. Transportation should be furnished by the school for those students in the tutoring program.	19.9	62.9	17.2
<u>Teachers' Salaries</u>			
A7. Extending the school day to include a seventh hour would cost too much in additional teachers' salaries.	22.2	58.2	19.7
B8. The summer project would cost too much because of additional teachers' salaries.	33.6	44.8	21.6
C6. The extra money needed for teachers' salaries would make the program too expensive.	31.9	39.7	28.4
<u>Tuition or Scholarship</u>			
B3. Tuition should be paid by the seventh and eighth grade students who enroll in the summer project.	62.9	24.8	11.2
B4. A scholarship fund should be available for needy students financed by donations from business and industry.	48.3	25.0	26.7

Research Questions

The cross tabulation between superintendents and school board presidents and the five research questions will be reported in the following section. The five research questions were as follows:

Research Question I. Are superintendents and school board presidents willing to extend the school day one hour at the high school level?

Question A10. "I would be willing to explore the possible benefits of this schedule change at the high school."

Research Question II. Are superintendents and school board presidents willing to extend the school year to include a summer enrichment project at the seventh and eighth grade level?

Question B9. "I would be willing to explore the possible benefits of this schedule change at the seventh and eighth grade level."

Research Question III. Are superintendents and school board presidents willing to extend the school day to include the tutoring program at the elementary level?

Question C8. "I would be willing to explore the possible benefits of this schedule change at the elementary school level."

Research Question IV. Are small school districts less interested in adding time to the traditional school day than are larger city schools?

Research Question V. Are small school districts less interested in adding time to the traditional school year than are larger city schools?

According to the percentages, there is strong interest by both superintendents and board presidents in adding an additional hour to the school day at the high school level (Table V). In the seventh and eighth grade section, the questionnaire stated: "I would be willing to explore the possible benefits of a Summer Project in my school district" (Table VI).

TABLE V
SUPERINTENDENTS' AND SCHOOL BOARD PRESIDENTS'
RESPONSES TO QUESTION A10

Question A10. "I would be willing to explore the possible benefits of this schedule change at the high school."

	Yes	No	Totals
Superintendents	60.0	40.0	100.0
School Board Presidents	72.0	28.0	100.0
Combined Total	65.2	34.8	100.0

TABLE VI
SUPERINTENDENTS' AND SCHOOL BOARD PRESIDENTS'
RESPONSES TO QUESTION B9

Question B9. "I would be willing to explore the possible benefits of a Summer Project in my school district."

	Yes	No	Totals
Superintendents	51.6	48.4	100.0
School Board Presidents	64.0	36.0	100.0
Combined Total	57.1	42.9	100.0

The cross tabulation indicated a strong interest in the idea of adding time to the school year to allow a summer enrichment program at the seventh and eighth grade level. However, there appears to be less support among the superintendents (51.6%) than among the school board presidents (64.0%).

In the elementary school section, the questionnaire asked the following question: "I would be willing to explore the possible benefits of the tutoring program in my school district" (Table VII). It appears that there is a positive attitude toward adding time to the school day for tutoring services at the elementary level. However, it should be noted that 55.9% of the superintendents, as opposed to 36.7% of the school board presidents, indicated that they were not in favor of adding time to the school day.

TABLE VII
SUPERINTENDENTS' AND SCHOOL BOARD PRESIDENTS'
RESPONSES TO QUESTION C8

Question C8. "I would be willing to explore the possible benefits of the tutoring program in my school district."			
	Yes	No	Totals
Superintendents	44.1	55.9	100.0
School Board Presidents	63.6	36.7	100.0
Combined Total	52.1	47.9	100.0

The research questions tested in this study predicted that small school districts are less interested in adding time to the traditional school day than are larger city schools. This research question was asked at the high school level and at the elementary school level. The high school level was reported as section "A" and the elementary school level was reported as section "C" to correspond with the questionnaire. The chi-square test was performed on the relationship between district enrollment size and "proposed interest in 'an extended day at the high school level,'" section "A." For the purposes of this study, as defined in Chapter I (definition of terms), school district enrollment size of 100 to 3,099 was referred to as "smaller school districts." Districts of 3,100 to 50,000 were considered "larger school districts."

To prevent distortion by differing numbers of districts in each size group, the data are expressed as percentages. The enrollment districts were divided into groups by size. The groups were as follows in Section "A":

Value 1. 100 to 3,099 enrollment size (N=94).

Value 2. 3,100 to 5,099 enrollment size (N=13).

Value 3. 5,100 to 10,099 enrollment size (N=5).

Value 4. 10,100 to 50,000 enrollment size (N=3).

Each of the enrollment groups indicated that a positive percentage were interested in the possibility of extending the school day by one hour at the high school level, except one. The 5,100 to 10,099 enrollment group had only five responding districts and indicated a negative attitude toward extending the school day.

A cross tabulation was run between the district enrollment groups and the question, "I would be willing to explore the possible benefits of this

schedule change at the high school level" (Section "A"). Table VIII shows the percentages for each group.

TABLE VIII
SCHOOL DISTRICT ENROLLMENT SIZE RESPONSES
TO QUESTION A10

Question A10. "I would be willing to explore the possible benefits of this schedule change at the high school."

District Enrollment	N	Yes (%)	N	No (%)	N
100-3,099	94	66.0	62	34.0	32
3,100-5,099	13	61.5	8	38.5	5
5,100-10,099	5	40.0	2	60.0	3
10,100-50,000	3	66.7	2	33.3	1
Total	115		74		41

A chi-square test of independence was performed on the relationship between district enrollment size and "proposed interest in" extended day at the high school level. The chi-square, with three degrees of freedom, was computed to be 1.4499 with a P-value of 0.6939, greater than .05, the alpha value. A significant relationship did not exist between the two variables (Table IX).

The second part of the research question showed the response to an attitude toward extending the school day at the elementary level. The data showed that the districts from 100 to 5,099 were almost balanced in their

positive and negative responses regarding an interest in providing tutoring services at the elementary level. Table X shows the percentages for each district enrollment group.

TABLE IX
CONTINGENCY TABLE STATISTICS FOR QUESTION A10

Computed chi-square with three degrees of freedom	1.4499
Probability of a chi-square value > 1.4499	0.6939
Pearson's product moment correlation	0.0706

TABLE X
SCHOOL DISTRICT ENROLLMENT SIZE RESPONSES
TO QUESTION C8

Question C8. "I would be willing to explore the possible benefits of the tutoring program in my school district."					
District Enrollment	N	Yes (%)	N	No (%)	N
100-3,099	96	53.7	52	46.3	44
3,100-5,099	13	53.8	7	46.2	6
5,100-10,099	5	20.0	1	80.0	4
10,100-50,000	3	33.3	1	66.7	2
Total	117				

The larger school districts indicated negative responses to the question on whether their districts would be interested in a program of tutoring following the regular school day. To prevent distortion by differing numbers of districts in each size group, the data are expressed as percentages. The same enrollment groups were used for the following analysis:

A cross tabulation was run between the district enrollment groups and the question C8 in the elementary section of the questionnaire, which stated: "I would be willing to explore the possible benefits of the tutoring program in my school district."

A chi-square test of independence was performed on the relationship between district enrollment size and "proposed interest in" extended day at the elementary school level. The chi-square, with three degrees of freedom was computed to be 2.5912 with a P-value of 0.4590, greater than .05, the alpha value. The Pearson's product moment correlation was computed to be 0.1182. A significant relationship did not exist between the variables (Table XI).

TABLE XI
CONTINGENCY TABLE STATISTICS FOR QUESTION C8

Computed chi-square with three degrees of freedom	2.5912
Probability of a chi-square value > 2.5912	0.4590
Pearson's product moment correlation	0.1182

The research questions tested in this study predicted that small school districts were less interested in adding time to the traditional school year than were larger city schools. Time would be added to the school year at the seventh and eighth grade levels to offer students a summer enrichment program. The questionnaire's "Summer Enrichment Project" was referred to as Section "B."

To prevent distortion by differing numbers of districts in each size group, the data was expressed as percentages. The enrollment districts were divided into groups by size (Table XII). For purposes of this study, school district enrollment size of 100 to 3,099 were referred to as "smaller school districts" (as defined in Chapter I, definition of terms). Districts of 3,100 to 50,000 were considered "larger school districts."

TABLE XII
SCHOOL DISTRICT ENROLLMENT SIZE RESPONSES
TO QUESTION B9

Question B9. "I would be willing to explore the possible benefits of a Summer Project in my school district."					
District Enrollment	N	Yes (%)	N	No (%)	N
100-3,099	92	54.9	51	45.1	42
3,100-5,099	13	69.2	9	30.8	4
5,100-10,099	5	60.0	3	40.0	2
10,100-50,000	2	100.0	2	0	0
Total	112				

Each of the enrollment groups indicated that a positive percentage were interested in the possibility of extending the school year by six weeks to allow a summer enrichment program for students at the seventh and eighth grade level. A cross tabulation was run between the district enrollment; groups and the responses to question B9, which stated, "I would be willing to explore the possible benefits of a Summer Project in my school district."

A chi-square test of independence was performed on the relationship between district enrollment size and "proposed interest in" extended year at the seventh and eighth grade levels. The chi-square, with three degrees of freedom was computed to be 2.4675 with a P-value of 0.4812, greater than .05, the alpha value. Pearson's product moment correlation was computed to be 0.1247. A significant relationship does not exist between the two variables (Table XIII).

TABLE XIII
CONTINGENCY TABLE STATISTICS FOR QUESTION B9

Computed chi-square with three degrees of freedom	2.4675
Probability of a chi-square value > 2.4685	0.4812
Pearson's product moment correlation	0.1247

In closing, the data have been reported and analyzed as they pertain to the five research questions. In the following chapter, a summary of these findings will be presented, along with the conclusions and recommendations of the researcher.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to identify, classify, and compare the attitudes of Kansas superintendents and school board presidents of unified school districts concerning the degree of support for extending the school day and school year. The added time would be used to offer additional teaching services for students that require tutoring, or elect to participate in programs of enrichment. The added time at the high school level would be used to offer students a greater selection of courses while restricting intrusion upon the first five hours of the day which are reserved for those courses mandated by the State of Kansas as necessary for graduation. The information would be used to identify support for such a change in school time structure. The information would also be used measure the support for continuation of the traditional time structure and to examine the relations between attitudes and selected demographic variables.

Sample and Population

The sample was a selection of 100 matched pairs of Kansas superintendents and school board presidents for unified school districts from the population as listed in the 1985-86 Kansas Educational Directory (Kansas State Department of Education, 1985).

The Kansas unified school districts have an assigned three digit number. The researcher used these assigned numbers to draw a sample of schools using the "Table of Random Numbers," Appendix B, page A22, in the Statistics for the Behavioral Sciences (Jaccard, 1983). These 100 Kansas superintendents and 100 school board presidents for unified school districts were contacted by letter and were requested to complete the enclosed "Extended Time for Educational Services Questionnaire (Appendix B). A self-addressed, stamped envelope was provided to return the questionnaire to the researcher.

The questionnaire contained four parts. The first part obtained attitudes about adding a seventh hour to the high school day and was referred to as Section "A." The second part obtained attitudes concerning adding a six week summer enrichment program to the school year for seventh and eighth grade students and was referred to as Section "B." The third part obtained attitudes about adding 30 minutes to the school day at the elementary level on Monday through Thursday and was referred to as Section "C." The fourth part of the questionnaire contained demographic questions about the respondents and their individual school districts and was referred to as Section "D."

A review of the literature related to the attitudes which influence superintendents and school board presidents indicated that there was a direct relationship between five areas and the attitudes they have toward the concept of extended day and year. These five areas were:

1. Perceived attitudes toward the three proposed structural changes to the school day and year.
2. Perceived personal and social problems.
3. Fuller use of facilities.

4. Perceived financial problems.
5. Enrollment size of school district.

These areas influence superintendents' and school board presidents' attitudes toward the concept of the extended day and year and the development of additional services for students. The questionnaire was developed using questions related to each of these areas. These questions were repeated in Sections A, B, and C to measure attitudes at the high school, seventh and eighth grade, and elementary school level (Appendix A).

The questionnaire was tested by giving graduate students in educational administration an opportunity to respond to the questionnaire and to suggest improvements. Their answers were analyzed and revisions made. The questionnaire was field tested and revised four times. Finally, a test-retest on major parts of the questionnaire gave evidence of reliability. After final revisions, the questionnaire was sent for printing; cover letters accompanied each questionnaire.

A random sample of 200 subjects from the population were mailed a questionnaire on May 7, 1986, and a follow-up letter was mailed in three weeks. Of the 100 Kansas superintendents surveyed, 70 returned the instrument. Of the 100 presidents of school boards, 56 responded. Six of the questionnaires were incomplete and had to be discarded. The data used in this study were taken from 120 completed questionnaires, which accounts for 68% of the superintendents and 52% of the school board presidents, thus producing a combined total of 60%.

Conclusions Regarding Five Areas

The data collected in the study were divided into the following five areas, each related to an increase in the extended day and year at the high school, seventh and eighth grade, and elementary school levels:

Findings in Area of Proposed Structural
Changes to the School Day and Year

The questions concerned attitudes toward changing the time structure of the school, extending the day at the high school level, extending the year to include a summer enrichment project at the seventh and eighth grade level, and extending the day to include tutoring services at the elementary level. The superintendents and school board presidents responded positively to all questions pertaining to these three proposed structural changes, except the one that suggested the Summer Project should be for academic enrichment only.

A possible explanation for negative responses concerning the Summer Project was the proposed narrow curriculum. The proposed curriculum was limited to language arts, music, art, mathematics, computer science, or science (Appendix A). Comments added to the questionnaire indicated that other types of curriculum should be included.

Findings in Area of Personal and Social Effects

The questions concerned attitudes of superintendents and school board presidents toward assignment of teachers to the extended hours. Superintendents must implement these assignments, and school board presidents must be sensitive to the school patrons; therefore, their attitudes are important to the success or failure of such a program.

The data indicated that superintendents and school board presidents did not support the idea that teachers should be allowed to choose whether they would be assigned a seventh hour at the high school level. However, the data did support the idea that teachers should be allowed to choose assignment in the Summer Project and tutoring at the elementary level.

This suggested an attitude that teachers should be allowed to choose to teach or not in the summer, and for elementary teachers to tutor or not after school, but that high school teachers would have less choice in teaching a seventh hour course.

The superintendents and school board presidents may be concerned with finding enough staff available to schedule the necessary courses at the high school level. However, the staffing needs would be less for the Summer Project and tutoring at the elementary level, thus their concerns may not be as great.

Findings in Area of Fuller Use of Facilities

The analysis of the data concerning fuller use of facilities showed agreement that gains in utilization are possible with a seventh hour and a summer session. Agreement was less for a 30 minute extension for tutoring. Cross tabulation between the superintendents and school board presidents indicated a larger percentage of superintendents agreed that the extended day would more fully utilize the facilities.

Findings in Area of Perceived Financial Problems

Eight questions measured attitudes toward the perceived economic problems and were placed in three categories. These categories were: transportation, teachers' salaries, and tuition or scholarship.

Provision by the school of transportation received negative support at all levels. There was agreement among the respondents at all three levels that teachers' salaries would not make the program too expensive for their districts. Tuition or scholarship questions received positive support, indicating some concern with the financing of such a program.

Findings in Area of Enrollment Size of School District

The enrollment districts were divided into groups by size. The groups were as follows: 100-3,099, 3,100-5,099, 5,100-10,099, and 10,100-50,000. For purposes of this study, school district enrollment size of 100 to 3,099 was referred to as "smaller school districts" (as defined in Chapter I). Districts of 3,100 to 50,000 were considered "larger school districts." As evidenced in Table VIII (Chapter IV), smaller school districts did not appear to be less interested in adding time to the school day or year than did larger school districts.

In summary, each of the categories received favorable support, except that category dealing with transportation. There was concern about the costs of transportation attached to the implementation of extended time to the school day and school year.

Findings in Regard to the Research Questions

The five research questions tested indicated the following results:
Research Question I. Are superintendents and school board presidents willing to extend the school day one hour at the high school level?

The cross tabulation between superintendents and school board presidents and willingness to extend the school day one hour at the high school level indicated a strong interest by both superintendents and school board presidents.

Research Question II. Are superintendents and school board presidents willing to include a summer enrichment project at the seventh and eighth grade level?

The cross tabulation between superintendents and school board presidents and willingness to include a summer enrichment project indicated a positive interest by both superintendents and school board presidents.

Research Question III. Are superintendents and school board presidents willing to extend the school day to include the tutoring program at the elementary level?

A cross tabulation between superintendents' and school board presidents' responses regarding their willingness to extend the school day to include the tutoring program at the elementary level indicated a positive interest from school board presidents and a negative attitude held by superintendents.

Research Question IV. Are small school districts less interested in adding time to the traditional school day than are larger city schools?

A cross tabulation between superintendents and school board presidents and the enrollment districts divided by size into five groups indicated that each of the groups had a positive attitude toward extending the high school day one hour, except in the 5,100 to 10,999 enrollment group. This might possibly be explained by the existence of large, consolidated districts in Kansas that must use bus transportation to bring a large percentage of their students to school each day and also to deliver them home each evening. Due to the high cost of bus transportation, this might be one explanation as to why they felt it was not feasible for their enrollment group.

The chi-square with three degrees of freedom was computed to be 1.4499 with a P-value of 0.6939, greater than .05, the alpha value. Pearson's product moment correlation indicated 0.0706. A significant relationship did not exist between the enrollment groups and interest in extending the school day.

A cross tabulation between superintendents and school board presidents and the enrollment districts divided by size indicated that each of the districts in the 100 to 5,000 enrollment category were almost equal in their positive interest in providing tutoring services. However, the larger school districts indicated negative responses to the question on whether their districts would be interested in a program of tutoring following the regular school day. This may possibly be due to having tutoring programs for these students during the regular school day, as several respondents commented that their districts already offered tutoring during the current school day.

A chi-square test of independence was performed to determine the relationship between variables. The chi-square with three degrees of freedom was computed to be 2.5912 with a P-value of 0.4590, greater than .05, the alpha value. Pearson's product moment correlation indicated 0.1182. Therefore, a significant relationship did not exist between district enrollment size and interest in extending the school day to offer tutoring services at the elementary level.

Research Question V. Are small school districts less interested in adding time to the traditional school year than are larger city schools?

The cross tabulation between district size and extending the school year indicated a positive attitude in willingness to provide a Summer Project at the seventh and eighth grade levels. The chi-square test of independence with three degrees of freedom was computed to be 2.4675 with a P-value of 0.4812, greater than .05, the alpha value. Pearson's product moment correlation was computed at -0.1247, which indicated that there was no relationship between district enrollment size and interest in extending the school year to offer a summer enrichment program at the seventh and eighth grade level.

Conclusions Regarding Research Questions

When considering the conclusions of this study, the reader should keep in mind the limitations mentioned in Chapter I. This study was limited to a sample of Kansas public school superintendents and school board presidents; therefore, one should not generalize beyond the State of Kansas. It must be further noted that these are only the attitudes of superintendents and school board presidents as they related to the questions asked on the questionnaire. The conclusions are:

1. Superintendents and school board presidents reported positive support for restructuring the school day and adding a seventh hour.

2. Superintendents and school board presidents reported negative support for offering a Summer Project for enrichment only. Comments by several respondents indicated that they felt additional courses should be added to the summer curriculum.

3. School board presidents reported positive support for offering tutoring in reading and mathematics at the elementary school level; however, superintendents reported negative support for this proposal.

4. Teachers should be required to teach the seventh hour at the high school level.

5. Teachers should not be required to teach in the Summer Project or tutor at the elementary school level after the regular school day.

6. Facilities would be more fully utilized by adding a seventh hour at the high school level, providing a Summer Project for seventh and eighth grade students, and offering tutoring in reading and mathematics at the elementary level.

7. Financial problems would be increased because of transportation needed for the students in seventh hour, and for summer and elementary tutoring.

8. Financial problems were not increased because of additional teachers' salaries.

9. Tuition and scholarships should be used to pay for additional expenses of the Summer Project.

10. Smaller school districts did not appear to be less interested in adding time to the school day than did larger school districts.

11. Smaller school districts did not appear to be less interested in adding time to the school year than did larger school districts.

12. Respondents indicated a positive attitude toward "willingness to try" the extended time schedule change at the high school and proposed summer project for the seventh and eighth grade levels. The positive support for the tutoring program had a combined total of 52.1%. However, it should be noted that superintendents only reported a positive 44.1% for elementary tutoring.

Discussion

The data showed that there was not as great a resistance toward extending the school day at the high school level as was originally expected. Several comments indicated that the district had already accepted the seven period day or were in the process of negotiating with the teachers' union in an effort to implement such a program. It was also interesting to note that respondents thought that increased teachers' salaries would not cause financial problems and yet the additional cost of transportation was a big factor in relation to adding the seventh hour at the high school level. Scheduling problems would have an impact at this level, especially

in the smaller schools who would not have as large a supply of certified staff to utilize. They indicated that they did not want to give high school teachers any choice in whether they would teach during the seventh hour elective. However, in their opinion, teachers could be allowed freedom to choose assignment or reject assignment in the Summer Project and elementary tutoring.

The Summer Project was not accepted, as the proposed summer schedule was planned. The idea that it was to be for enrichment only caused some comments by respondents, indicating that the curriculum model was too restricted. Language arts, music, art, mathematics, science, and computer science were the only courses offered in the proposed Summer Project. Respondents wrote occasionally that they felt other courses should be offered, such as remedial courses, driver's education, vocational and industrial arts, and sports. However, there was a positive attitude to the question regarding "willing to explore possible benefits of the Summer Project" by superintendents and school board presidents. School enrollment size did not seem to be a cause for rejection. It was accepted at all four enrollment categories. Teachers' salaries did not appear to be a reason for rejecting the Summer Project; however, transportation did pose a problem. Tuition and scholarships were accepted as ways that additional expenses could be offset. It was surprising that there was no mention of family summer vacation or children's need to help with summer work activities.

The most unexpected finding was the low (52.1%) positive response given to "willingness to try" the proposed tutoring in mathematics and reading at the elementary school level. Comments ranged from the stated belief that it would not help these children, to the statement that it was already taught in their school using a type of "pull out" program during

the regular school day. However, the two lowest size enrollment groups, which accounted for 109 of 117 respondents, indicated positive support (53.7% and 53.8%, respectively) (see Table X, Chapter IV). Here again, additional teachers' salaries did not seem to be a problem, but additional cost for bus transportation was perceived to be a financial problem.

Recommendations for Further Research

The following are the suggested recommendations for further research based upon the results of this study:

1. It is recommended that this study be replicated using teachers, parents, and students in a wide variety of districts of different sizes, locations, and socioeconomic mixes to enable the findings to be generalized to a larger population.

2. The questionnaire developed in this study should be modified and validated to accommodate any changes in population or location in order to make certain that the questions are appropriate for the school district being sampled.

3. Superintendents and school board presidents indicated some concern about transportation costs and teacher negotiations. It is recommended that further research be done concerning these two areas. The research should be to determine if financial constraints are the actual problem or if some other reason exists.

Concluding Comments

In Chapter I it was stated that the social structure of the United States is changing. The home structure has changed as well as the day-to-day existence of our children. The percentage of marriages ending in divorce, one-parent families, working mothers, and families where both

parents must hold full-time jobs to support themselves and their children has increased dramatically. Thus, children have more time each day and year to be in activities associated with the school. In addition to the home structure changing, our social structure is changing because of the competition between countries for world markets. This added competition causes our future and our children's future to be in a state of change. Our children's future depends on how well the children of today are prepared to meet the competition of other countries.

In Chapter II, the Illinois State Board of Education was reported as saying that controlling the time and tasks of schooling is a powerful tool in affecting student achievement and the quality of schooling (Gill, 1983). The three scheduling proposals suggested in this study were taken from the Illinois State Board of Education Mandates (Gill, 1983), Proposed Action Plan to Improve Elementary and Secondary Education Results in New York (State University of New York, 1983), and "The Extended School Program in Dade County" (Jones, 1980). It was clearly the goal of each of these studies to raise measurable student achievement and learning. The Dade County Florida Public Schools showed that in 11 of 12 instances of comparison, the achievement gains of the Extended School Program students were greater than those of students in the Regular Title 1 program (Jones, 1980). With these studies and mandates in mind, the researcher concluded that a change in the structure of the school day and year might provide the added time needed to increase achievement.

The main purpose of this study was to test the opinion climate as to the acceptability of offering additional time and services to students who would benefit from these additions. The researcher was surprised that the old attitudes, which had been so much a part of the previous literature, did not predominate. That was the idea that students were needed on the

farm or to help parents during the summer. Even the need for family vacations did not appear to weigh heavily in the answers returned from respondents.

It appears that now is the time to make changes in our calendar year. However, educators should be prudent in developing this time. Students need added services and creative curriculum to develop their full potential. The day or year should not be extended without being sure that substantial benefits would come from such an undertaking. Students should not be burdened with mundane activities just to fill up an additional hour each day.

Teaching is the only profession required to take a forced retirement each year of three months. However, professionals should have options. Teaching is a strenuous occupation and a limit should be set on the requirements of a teacher's day. Administrators must consider these constraints when they are developing schedules.

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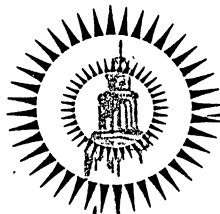
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APPENDIXES

APPENDIX A

QUESTIONNAIRE COVER LETTER TO SUPERINTENDENTS
AND SCHOOL BOARD PRESIDENTS



OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL

AFFILIATED UNIVERSITIES
The University of Oklahoma
Oklahoma State University

OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma
74078

OFFICE OF THE EXECUTIVE SECRETARY
Gundersen Hall, Room 309
Phone 624-7244

May 7, 1986

Dear Superintendent:

I am in the process of completing a dissertation as part of a doctoral program at Oklahoma State University. This research project has been approved by the Department of Educational Administration and Higher Education.

The research is concerned with a proposal regarding the addition of time to the school day and school year. This time might be used by the district to offer services designed to improve opportunities for increased achievement, flexibility in scheduling and meet specific needs of select groups of students. Your district has been randomly selected to provide some input regarding the feasibility of this proposal.

Attached is a questionnaire that we ask you to complete. A similar questionnaire has also been mailed to the President of the Board of Education. Please return your completed questionnaire in the self-addressed envelope.

Anonymity of your responses is assured. No identifiable district information will be used in the completed research project.

Your early response to our request will be greatly appreciated. Thank you for your assistance.

Sincerely,

Betty White
Betty A. White
Box 367
Newkirk, Oklahoma
74647

Kenneth St. Clair
Kenneth St. Clair, Research Advisor
Department of Educational
Administration and Higher
Education
Oklahoma State University



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May 7, 1986

Dear Board of Education President:

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Attached is a questionnaire that we ask you to complete. A similar questionnaire has also been mailed to the Superintendent of Schools. Please return your completed questionnaire in the self-addressed envelope.

Anonymity of your responses is assured. No identifiable district information will be used in the completed research project.

Your early response to our request will be greatly appreciated. Thank you for your assistance.

Sincerely,

Betty White

Betty A. White
Box 367
Newkirk, Oklahoma
74647

Kenneth St. Clair

Kenneth St. Clair, Research Advisor
Department of Educational
Administration and Higher
Education
Oklahoma State University

APPENDIX B
RESEARCH INSTRUMENT

EXTENDED TIME FOR EDUCATIONAL SERVICES

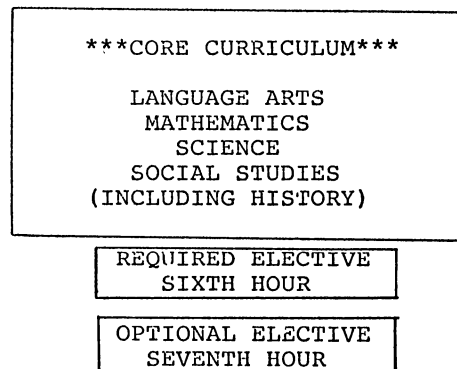
SUPERINTENDENT QUESTIONNAIRE

HIGH SCHOOL SCHEDULE

The diagrammed plan shown below is an illustration of the daily schedule for the high school curriculum. The term CORE CURRICULUM refers to those subjects that the STATE OF KANSAS MANDATES for a student to graduate from high school. The plan has two electives scheduled each day. Students must enroll in a sixth hour elective. The seventh hour elective is offered to those students who choose to take an additional elective.

CORE CURRICULUM classes should be scheduled as early in the school day as possible. Elective courses would be scheduled in those time slots remaining open after the CORE CURRICULUM classes have been scheduled.

Every effort should be made to avoid interruptions during the morning block of time reserved for the CORE CURRICULUM.



DIRECTIONS: Beside each of the statements listed below, please indicate with an "X" whether you strongly agree [1], agree [2], no opinion [3], disagree [4], or strongly disagree [5].

EXAMPLE: If you agree [2]

- A. 1. Language Arts, Mathematics, Science, Social Studies (including History), should be scheduled in the first five hours of the day. [1] [2] [3] [4] [5] M/. (1)

- A. 2. The sixth hour of the school day should be an elective course and all high school students would be required to enroll in it. (Study Hall is NOT an elective). [1] [2] [3] [4] [5] M/. (2)
- A. 3. The seventh hour of the school day should be an elective and students would be allowed to choose an activity during this time, or return home. [1] [2] [3] [4] [5] M/. (3)
- A. 4. The school would provide transportation home after the sixth hour for bus students. Transportation after the seventh hour should be the responsibility of the students or parents. [1] [2] [3] [4] [5] M/. (4)
- A. 5. Extending the school day by offering a seventh hour for electives would more fully utilize the facilities that are paid for through taxation. [1] [2] [3] [4] [5] M/. (5)
- A. 6. High school teachers should have the right to accept or reject assignment to the seventh hour without fear of recrimination. [1] [2] [3] [4] [5] M/. (6)
- A. 7. Extending the school day to include a seventh hour would cost too much in additional teacher's salaries. [1] [2] [3] [4] [5] M/. (7)
- A. 8. The CORE CURRICULUM is made up of the state mandated courses that are required for graduation. These should be taught without interruptions. [1] [2] [3] [4] [5] M/. (8)
- A. 9. High school students already have sufficient time to develop proficiency in the basics of education. (CORE CURRICULUM). [1] [2] [3] [4] [5] M/. (9)
- A. 10. I would be willing to explore the possible benefits of this schedule change at the high school. [1] yes [2] no M/. (10)
- A. 11. Do you perceive any major problems in implementing a schedule change? [1] yes [2] no M/. (11)
- A. 12. If yes, explain briefly. _____

 _____ M/.

- A. 13. Has your local Board of Education approved any programs using the concept of extended day or extended year to provide additional educational services? [1] yes [2] no M/. (18)
- A. 14. If yes, please explain briefly. _____
 _____ M/.
 _____ (19-24)

SUMMER ENRICHMENT PROJECT

The diagrammed plan shown below is an illustration of the ENRICHMENT PROJECT which would be offered to those students that choose to participate. This ENRICHMENT PROJECT would be scheduled in JUNE AND JULY for a total of six weeks. Students that have completed requirements for the seventh and eighth grades may enroll. This program is not for high school nor elementary students. The following courses would be offered during the summer.

<p style="text-align: center;">LANGUAGE ARTS (English, Speech, Foreign Languages etc.) MUSIC ART MATHEMATICS SCIENCE COMPUTER SCIENCE</p>

DIRECTIONS: Beside each of the statements listed below, please indicate with an "X" whether you strongly agree [1], agree [2], no opinion [3], disagree [4], or strongly disagree [5].

EXAMPLE: If you agree ~~[2]~~

- B. 1. The proposed Summer Project should be for academic enrichment only. [1] [2] [3] [4] [5] M/. (25)
- B. 2. Please check each subject you feel seventh and eighth grade students already have sufficient opportunities for enrichment.
- LANGUAGE ARTS [1] MUSIC [2] COMPUTER SCIENCE [3]
 MATHEMATICS [4] ART [5] SCIENCE [6]
 NONE OF THESE [7] M/. (26-32)

- B. 3. Tuition should be paid by the seventh and eighth grade students who enroll in the SUMMER PROJECT. [1] [2] [3] [4] [5] M/. (33)
- B. 4. A scholarship fund should be available for needy students financed by donations from business and industry. [1] [2] [3] [4] [5] M/. (34)
- B. 5. A six week SUMMER PROJECT SESSION would more fully utilize the facilities that are paid for through taxation. [1] [2] [3] [4] [5] M/. (35)
- B. 6. The school should provide transportation for these students. [1] [2] [3] [4] [5] M/. (36)
- B. 7. Teachers should have the right to choose whether they apply for teaching in the SUMMER PROJECT without any fear of recrimination. [1] [2] [3] [4] [5] M/. (37)
- B. 8. The SUMMER PROJECT would cost too much because of additional teacher's salaries. [1] [2] [3] [4] [5] M/. (38)
- B. 9. I would be willing to explore the possible benefits of a SUMMER PROJECT in my school district.
 ___ [1] ___ yes ___ [2] ___ no M/. (39)
- B. 10. If no, please explain briefly: _____
 _____ M/.
 _____ (40-45)

TUTORIAL PROGRAM IN ELEMENTARY SCHOOL

READING AND MATH

Reading and math would be offered to any student that tests one year below grade level in either subject. Half hour classes would be scheduled to follow the regular school day on Monday through Thursday.

DIRECTIONS: Beside each of the statements listed below, please indicate with an "X" whether you strongly agree [1], agree [2], no opinion [3], disagree [4], or strongly disagree [5].

EXAMPLE: If you agree ~~X~~

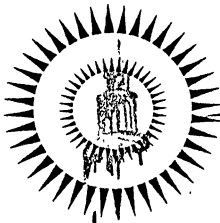
- C. 12. Do you foresee a move toward additional time being added to the present school day to offer day-care for children of working parents?
- _____yes _____no M/. (62)

For questions 1-9, please mark the answer with an "X" that applies to you or your experience.

EXAMPLE: [X]

- D. 1. Which category applies to you?
- [1]. Superintendent of a Kansas Public School M/. (63)
 [2]. President of the School Board
- D. 2. I have been associated with the public schools as an elected official or Administrator.
- [1]. Kansas (only)
 [2]. Kansas and another state or states
- _____ (please write in other state or states) M/. (64)
- D. 3. How many years have you been associated with the public schools as an elected or contracted official?
- [1]. 1-2 years [2]. 3-5 years
 [3]. 6-10 years [4]. more than ten years M/. (65)
- D. 4. Please mark the years of experience you have as a teacher in the Public Schools.
- [1]. 1-2 years [2]. 3-5 years
 [3]. 6-10 years [4]. more than ten years
 [5]. I have never been a classroom teacher in a public school. M/. (66)
- D. 5. The School District that I am presently associated with has an Average Daily Attendance of: _____ M/. (67-70)
- D. 6. As a child, I spent my early years of schooling--
- [1]. primarily in a city [2]. primarily in a small town
 [3]. primarily in a rural area M/. (71)
- D. 7. What is the highest level of education you have attained?
- [1]. High School Graduate [2]. Some College
 [3]. College Degree [4]. Graduate Degree M/. (72)
- D. 8. Please check your age category.
- [1]. under 30 [2]. 31-40 [3]. 41-50 [4]. 51-60
 [5]. 61 or over M/. (73)
- D. 9. Have any of your children attended the public schools?
- ___[1]___yes ___[2]___no ___[3]___no children M/. (74)
- _____ (75-78)

APPENDIX C
FOLLOW-UP LETTERS



OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL

AFFILIATED UNIVERSITIES
The University of Oklahoma
Oklahoma State University

OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma
74078

OFFICE OF THE EXECUTIVE SECRETARY
Gundersen Hall, Room 309
Phone 624-7244

June 2, 1986

Dear Superintendent:

Three weeks ago, I sent you a questionnaire pertaining to the research concerned with the addition of time to the school day and school year. Interest has been great and almost 70 percent have been returned, but I have not received yours. Will you please take a few minutes and complete the questionnaire? Your responses are very important to the total research project.

I sincerely hope that you have had a very successful school year. Thank you again for your help and the much needed information.

Sincerely,

Betty A. White

Betty A. White
Box 356
Newkirk, Oklahoma
74647



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June 2, 1986

Dear School Board President:

Three weeks ago, I sent you a questionnaire pertaining to the research concerned with the addition of time to the school day and school year. Interest has been great and almost 70 percent have been returned, but I have not received yours. Will you please take a few minutes and complete the questionnaire? Your responses are very important to the total research project.

I sincerely hope that you have had a very successful school year. Thank you again for your help and the much needed information.

Sincerely,

Betty A. White

Betty A. White
Box 356
Newkirk, Oklahoma
74647

2
VITA

Betty Ann White

Candidate for the Degree of
Doctor of Education

Thesis: SUPERINTENDENTS' AND BOARD MEMBERS' PERCEPTIONS OF THE FEASIBILITY OF EXTENDED TIME FOR EDUCATIONAL SERVICES IN THE STATE OF KANSAS

Major Field: Educational Administration

Personal Data: Born in Stillwater, Oklahoma, May 22, 1938, the daughter of George and Gertrude Sherrill.

Education: Graduated from Newkirk High School, Newkirk, Oklahoma, in May, 1956; received Bachelor of Science in Elementary Education degree from Oklahoma State University in January, 1970; received Master of Science degree in Educational Administration in May, 1979; completed requirements for certification as Reading Specialist at Wichita State University, Wichita, Kansas, in May, 1983; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1986.

Professional Experience: Elementary Education Teacher, Jefferson Elementary School, U.S.D. 470, Arkansas City, Kansas, 1970 to present.