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CHAPTER I

DESCRIPTION OF THE STUDY

Background of the Problem

Student activities have an important place in the curriculum of secondary schools around this country. They are a vital cog in the machinery of the modern secondary school. Although not always appreciated as making a positive contribution to the education of adolescents, student activities have made secondary schooling much more meaningful and enjoyable for countless high school students.

The term "student activities" is one of convenience. Similar terms used to describe the part of the curriculum that is not academic in nature include: extracurricular activities, cocurricular activities, the third curriculum, allied activities, extraclass activities, and others. Unfortunately, the line between student activities and the regular school curriculum is not clear-cut. The problem of credit toward graduation makes a comprehensive definition of student activity programs rather difficult. Robert W. Frederick's often quoted definition of student activities reads:

> Student activities are those school activities voluntarily engaged in by students, which have the approval of and are sponsored by the faculty and which do not carry credit toward promotion or graduation.[1]

---

[1]Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, 1959), p. 6.

This definition is adequate; however, the question of credit would tend to exclude many current student activities in the public secondary schools of Oklahoma. Therefore, whether or not academic credit is attained from participation in student activities was not considered important in this study. When, where, and how activities are scheduled and organized may be of interest, but was not deemed as a necessary part of the working definition for this investigation. Thus, the shortened definition by Frederick served as the general definition for student activities in this study. "Student activities are those school activities voluntarily engaged in by students, which have the approval of and are sponsored by the faculty."

Many criticisms have been aimed at student activity programs. They have been called unimportant frills, detrimental to quality education, extra, misguided, racist, male oriented, time consuming, undemocratic, and overemphasized. Undoubtedly, no two activity programs are exactly alike. Certain criticisms may be appropriate in some schools and inappropriate in others.

Student activity programs in Oklahoma public senior high schools have been studied previously. In 1961, Jesse Dale Mullins conducted an investigation regarding student activities in Oklahoma. His purpose was to "point out what needs to be done and to propose plans of action."[1] He developed several conclusions and recommendations which will be mentioned in a later section of this study.

---

[1]Jesse Dale Mullins, "An Analysis of the Activity Programs in the Public Senior High Schools of Oklahoma" (Ed.D. dissertation, University of Oklahoma, 1961), p. 8.

During the 1962-63 school year, the Oklahoma Secondary School Activities Association (OSSAA) was created as an umbrella organization which would:

> . . . . (a) provide effective coordination, leadership, supervision, and regulation for secondary school activities including the program of interscholastic activities and contests in which its member schools may participate, and (b) perform such other educational functions as may from time to time be approved and adopted by the Board of Directors and the membership.[1]

The formation of the OSSAA reflected a nation-wide trend toward the creation of umbrella organizations which are concerned with all student activities.

The time which has elapsed since the early 1960's has brought with it many changes and problems. Americans live in a different and difficult world situation. The United States has seen and struggled through: an unpopular war, political assassinations and upheaval, energy and ecology problems, space exploration, the women's liberation movement, civil rights conflicts and legislation, recession, and inflation. The public schools have not escaped the conflicts and problems of the past few years. Criticisms abound and problems persist, such as: bussing, integration, humanization, student rights, and educational accountability. Schools are constantly called upon to justify their programs and update their curriculums. Being a vital part of the school curriculum, student activities must face up to the pressures inherent in the word "justification."

Need for the Study

The Mullins study contained information obtained during the 1959-60 school year. There has been a considerable time lapse since that study

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[1]Oklahoma Secondary School Activity Association, 1976-1977 Yearbook (Oklahoma City: n.p., 1976), p. 5.

was completed. Many changes have occurred in the public secondary schools of Oklahoma since 1960. There is a need to know about the current status of student activity programs in Oklahoma. By taking a broad look at student activity programs across the state, it is hoped that practices, procedures, and problems can be identified, analyzed, and evaluated.

There is a need to include certain selected groups of people in the schools who are concerned with the student activities program: principals, teachers, and students. Excluding any one of these groups could result in an incomplete picture of public senior high school practices and problems.

Public schools have been in the past, and will be in the future, greatly concerned with the need for analysis and evaluation of all aspects of the curriculum. There is a need for the continual improvement of all aspects of the curriculum, and the student activities portion of the secondary school curriculum has been a major area of neglect.

Perhaps the most overriding immediate concern relative to this study was the need for accountability. It was hoped that this study could provide needed data on the status of activity programs for consideration by appropriate state and local units.

Statement of the Problem

The problem of this study was to discover the current status and major characteristics of student activity programs in the public senior high schools of Oklahoma. It was also intended to analyze and compare the opinions of principals, teachers, and students regarding the quality of, and problems associated with, local student activity programs, and to discover the opinions of principals concerning the services provided by the Oklahoma Secondary School Activities Association. The main focus of the study

attempted to answer the following questions: What steps need to be taken at the state and/or local levels to improve the student activity programs in the public senior high schools of Oklahoma?

Definition of Terms

1. Public senior high schools refer to public schools that include grade 12 plus any number of lower grades in the same school. Private, parochial, and Indian schools were not included in the study.

2. Student activities refer to those activities voluntarily engaged in by students, which have the approval of and are sponsored by the faculty.

3. OSSAA is the abbreviation for the Oklahoma Secondary School Activities Association.

Methodology

The survey technique was utilized to obtain data deemed pertinent to the study. Separated into four categories by school population, 80 of the 479 public senior high schools in Oklahoma were randomly selected to participate in the study.

Three instruments were developed for use in the study: (1) Principal's Questionnaire, (2) Principal-Teacher Opinionnaire, and (3) Student Opinionnaire. The questionnaire, to be completed by principals, was intended to gather data regarding student activities in the public senior high schools of Oklahoma. The opinionnaires, to be completed by the local principal and three randomly selected teachers and students, were developed to identify serious problems in local activity programs and to provide respondents an opportunity to rate their local activity programs.

The first mailing of instruments occurred on March 7, 1977. After a follow-up mailing and telephone calls, the final packet was received by the researcher on May 1, 1977.

Sixty-nine principals, 192 teachers, and 199 students representing 74 high schools participated in the study. Ninety-three percent of the sample schools cooperated in the study, and 82 percent of the instruments were completed and returned to the researcher.

After being separated according to school category and respondent groups, responses to the instruments were tabulated and are reported in Chapter IV of the study. Most of the information obtained was reported in percentages; however, t-scores and z-scores were utilized to determine if significant differences existed among groups on certain items in each of the instruments.

Delimitations of the Study

The study was limited to the public senior high schools, grades 9-12, of Oklahoma and was concerned only with the student activity programs in those schools. The information collected in the study was limited by the way in which it was gathered. The validity of the conclusions and recommendations was limited by the accuracy of the information collected and the researcher's ability to interpret the data.

Chapter Organization of the Study

Chapter I has provided a description of the study. A review of the literature regarding student activities is presented in Chapter II. Chapter III contains the research methodology utilized in the study. The information obtained from the instruments is presented and analyzed in Chapter IV. Chapter V contains a summary of the study, conclusions, and recommendations regarding the improvement of student activities in the public senior high schools of Oklahoma.

CHAPTER II

REVIEW OF THE LITERATURE

History of Student Activities

Although the focus of this chapter was on the literature and research relating to student activities since 1960, it was deemed important to review certain aspects of earlier works associated with the student activity field. The inclusion of student activities into the secondary school curriculum has been a twentieth century phenomenon. Several landmark texts on the field identify the stages of development that student activities have had in American schools. A recent text by Robbins and Williams has identified four stages of development:

1. Ignoring student activities.
2. The toleration of student activities.
3. Acceptance of student activities into the curriculum.
4. An overbalance of student activities.[1]

The first definite movement toward acceptance in this country occurred in the period immediately following World War I. During the years of the 1920's and 1930's, numerous books, magazine articles, and college courses appeared regarding the contributors, goals, and practices concerning student activities in secondary schools. As time passed, student activities became entrenched as a vital part of the total secondary school curriculum. In the 1960's and 1970's student activity programs have been the focus of increasing attack from various sides. Many criticisms have been made which concern an overbalance of influence and general excesses related to student exploitation.[2]

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[1]Jerry H. Robbins and Stirling B. Williams, Jr., Student Activities in the Innovative School (Minneapolis: Burgess Publishing Co., 1969), pp. 8-16.

[2]Ibid., p. 16.

Basic Principles of Student Activities

The basic principles associated with student activities have remained surprisingly constant over the past sixty years. Early textbooks have much in common with current works in the field. Very few new ideas have been developed concerning the basic principles of student activities in the secondary curriculum.

Fretwell made a significant contribution toward the definition of goals for student activities with the following seven sign-posts:

1. The school shall develop a constructive program of extra-curricular activities.
2. This constructive plan of extra-curricular activities shall grow out of the life of the school.
3. This constructive plan shall recognize that the pupil is a citizen of the school.
4. Teachers shall accept, whole-heartedly, the responsibility of developing the school's extra-curricular activities.
5. Extra-curricular activities shall be supervised.
6. Intelligent public opinion shall be developed.
7. The principal is responsible.[1]

It has been clear from the outset of the student activity movement that the aims and goals of extracurricular activities go hand-in-hand with those of the total curriculum. McKown listed the following objectives which serve as foundations for student activity programs:

1. To capitalize, for educational profit, important fundamental drives.
2. To prepare the student for active life in a democracy.
3. To make him increasingly self-directive.
4. To teach social cooperation.
5. To increase the interest of the student in the school.
6. To develop school morale.
7. To foster sentiments of law and order.
8. To discover and develop special qualities and abilities.[2]

McKown continued by describing the basic principles underlying extra-curricular activities in the following list:

1. The student is a citizen of the school.
2. The school must have a constructive program.
3. These activities should be scheduled in school time.

---

[1]Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (Boston: Houghton Mifflin Co., 1931), pp. 12-15.

[2]Harry C. McKown, Extracurricular Activities, 3rd ed. (New York: Macmillan Co., 1952), pp. 13-17.

4. All students should participate.
5. All admission and participation requirements should be democratic.
6. Students severing connection with the school should cease to participate in its activities.
7. Students should not be excused from class to participate in extracurricular activities.
8. Student leadership should be carefully promoted and developed.
9. Adequate provision for administering and supervising these activities should be made.
10. These activities should be considered a part of the regular program of the teachers.
11. The teacher-sponsor should be an advisor and not a dominator.
12. Activities should be started in a small way and developed gradually and naturally.
13. No activity should be organized without very careful consideration, nor allowed to die without protest.
14. The necessary facilities and equipment should be provided.
15. Every organization should keep a permanent record of its activities.
16. Extracurricular financing should be adequate, fair, and safe.
17. The school and community should be kept well informed about the activity program.
18. Extracurricular activities are not all-important.[1]

Fretwell suggested seven guiding principles in student activities that help to clarify what student activities are all about.

1. Nothing is accomplished without enthusiasm.
2. Level of performance should be determined only by interest of the participants.
3. Equal status and recognition should be given to all activities.
4. Fun is an end in itself.
5. Character or ethical and moral education should be a central primary objective.
6. Investigative-type thinking should be stressed.
7. Youth and democracy must be trusted.[2]

Miller, Moyer, and Patrick mentioned other principles essential to a good student activities program including cooperation (teamwork), guidance, and leadership of sponsors and principals.[3] One overriding concern of most

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[1]Ibid., pp. 17-25.

[2]Frederick, The Third Curriculum, pp. 143-151.

[3]Franklin A. Miller, James H. Moyer, and Robert B. Patrick, Planning Student Activities (Englewood Cliffs, N. J.: Prentice-Hall, 1956), pp. 21-32.

writers on student activities has been for an adequate, continuous evaluation procedure to go along with activity programs. Objective evaluation of student activity programs has been spotlighted as one essential component to the improvement of ongoing programs.[1]

Values of Student Activities

The values of the student activity program, and its contribution to the total curriculum have been stated in many ways. One particularly strong comment read as follows:

> It is either hypocracy or ignorance of the real work of the secondary school that leads critics to relegate to a position of little importance the range of activities that are in truth the cement of the adolescent community of the school.[2]

Nimmo described a vivid picture when she wrote:

> The social, civic, and moral values derived from the pupil activities program give to the participant self-realization, human relationship, economic efficiency, and civic responsibility. As a result of his experiences with the program he becomes a loyal citizen, a good homemaker, a true friend, and a considerate neighbor.[3]

Student activities provide an outlet for adolescent energies and an opportunity to "belong." They provide exploratory experiences, motivation for academic work, leadership opportunities, development of good sportsmanship, and offer opportunities to integrate the student into society in an informal atmosphere. Such activities also help students to

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[1]Arthur C. Hearn, Evaluation of Student Activities (Washington, D.C.: National Association of Secondary-School Principals, 1966), pp.1-2.

[2]Frederick M. Raubinger, Merle R. Sumption, and Richard M. Kamm, Leadership in the Secondary School (Columbus, Ohio: Charles E. Merrill Publishing Co., 1974), p. 206.

[3]Hazel T. Nimmo, "Values of a Pupil Activities Program," School Activities 29 (April 1958): 251.

use their leisure time well, improve student-teacher relations, and provide opportunities for students to explore vocational interests. School holding power is enhanced if marginal students develop an interest in school activities. Perhaps the most repeated value associated with student activities is that of improving school morale and/or spirit. Erickson, Benson, and Huff consolidated much of what has been said about the values derived from student activities when they wrote:

> The student activity program is a positive aspect of the school administration that cannot be overlooked. The student who is active in music, speech, or athletics usually develops a sense of good citizenship and school pride. He finds that his involvement satisfies the strong urge for cooperative group endeavors and for close relationships with teachers and peers, as well as for the visibility that most seek. A good activity program affords the school an opportunity to recognize all outstanding achievement and citizenship - a strong motivating force in any organization. That activity program which gives all students a chance to participate should help promote good campus morale and engender a unified spirit directed toward promoting the high standards of the school.[1]

Types of Activities

The various types of activities can be categorized in numerous ways. Frederick classified all activities according to a system that included the following fifteen major divisions:

A. The semi-curricular activities
B. The large technical activities
C. Co-operatively sponsored activities
D. Fairs, pageants, and carnivals
E. Camping and outdoor activities
F. Religious and welfare activities
G. Scholarship activities
H. Social activities
I. Subject related activities

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[1]Kenneth Erickson, George Benson, and Robert Huff, Activism in Secondary Schools: Analysis and Recommendations (Eugene: Oregon University Bureau of Educational Research, 1969), p. 35.

J. Trips and excursions
K. School service organizations and activities
L. Youth centers
M. Fraternities
N. Special senior activities
O. Special interest clubs[1]

Robbins and Williams combined the various activities into seven categories as follows:

1. Student participation in school administration - usually the student council.
2. Athletics and physical activities - often interscholastic sports, as well as intramurals.
3. Publications - yearbook, literary magazine, and sometimes the the school newspaper.
4. Subject matter and special interest clubs - math club, Spanish club, radio club, and stamp collectors club, etc.
5. Service and recognition groups - National Honor Society, Key Club, and audiovisual club.
6. Fine arts - Thespians, music groups, and literary societies.
7. Social activities - dances, parties, and banquets.[2]

Criteria for Selection

Schools must have some basis for selecting appropriate student activities. The criteria most often mentioned in the literature are the needs and interests of the students. An activity should in addition reflect the characteristics associated with good programs. Ackerly has proposed the following criteria for schools to consider when creating or organizing student activities:

1. Before it can be recognized as a school group and be given use of school time and facilities, the club must be approved in accordance with the established criteria, by the principal or some other designated school official.

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[1]Frederick, The Third Curriculum, pp. 429-433.

[2]Robbins and Williams, Student Activities in the Innovative School, pp. 41-42.

2. Membership must be open to all students except where the purpose of the club requires qualifications (a French club, for instance).
3. The club must have a faculty sponsor or advisor selected and approved according to agreed-upon procedures, and club activities will not be permitted until a faculty sponsor has been selected.
4. Clearly improper purposes and activities are not permitted and if persisted in will be cause for withdrawing official approval of the group.
5. School groups, either continuing or ad hoc, are not permitted to use the school name in participating in public demonstrations or other activities outside the school unless prior permission has been granted by the designated school official.[1]

Evaluation of Student Activities

Evaluation of programs is one of the most perplexing tasks assigned to educators. It is difficult but essential if programs are to be improved. Evaluation helps the educator in determining what has been achieved, discovering strengths and weaknesses of programs, and improving future programs.[2]

There are several ways that a student activities program can be evaluated. The section concerned with student activities in Evaluative Criteria for the Evaluation of Secondary Schools uses the check list approach.[3] Other suggested approaches include questionnaires, visiting committees, research studies, homeroom discussions, faculty discussions, interschool visitations, general observations of student reactions to programs, school council discussions, chance comments of students, and others. Hearn advocated the check list, opinion poll, and behavioral changes of pupils as useful evaluation procedures. Specific behavioral

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[1]Robert L. Ackerly, The Reasonable Exercise of Authority (Washington, D. C.: National Association of Secondary School Principals, 1969), p. 13.

[2]Miller, Moyer, and Patrick, Planning Student Activities, p. 594.

[3]National Study of Secondary School Evaluation, Evaluative Criteria for the Evaluation of Secondary Schools, 4th ed. (Washington, D. C.: Study of Secondary School Evaluation, 1969), pp. 257-272.

changes to look for included observation of improvement in school attendance and scholarship, increased participation in school activities, and decrease in asocial behavior.[1] In addition, Hearn outlined the following seven basic principles of evaluation:

1. Evaluation should be based upon stated objectives.
2. Evaluation should involve all who are concerned with the program being evaluated.
3. Evaluation should be comprehensive: it should concern itself with all aspects of a given program.
4. Evaluation should be continuous.
5. Evaluation should use a variety of instruments, techniques, and data.
6. Evaluation should identify both immediate and long-range problems.
7. Evaluation should be constructive.[2]

Characteristics of a Good Program

The characteristics of a good program are closely related to the principles upon which good activity programs are based. There are many things to look for in a quality student activity program. The good activity program should have most if not all of the following characteristics which have been extracted from the literature.

1. Adequate facilities, equipment, supervision, and time are provided.

2. Individual activities are adequately financed and they are of little or no expense to participants.

3. Club memberships are open throughout the entire school year.

4. Students are not excluded from activities because of social, economic, or other factors.

5. Participation is spread throughout the whole student body.

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[1]Hearn, Evaluation of Student Activities, pp. 7-10.

[2]Ibid., pp. 3-4.

6. Academic restrictions are minimized except in certain special circumstances.

7. As many activities as possible are scheduled throughout the school day.

8. Student transportation problems are recognized and transportation is provided as often as possible.

9. The activity program is integrated into the total curriculum of the school with equal status.

10. Permanent records are kept regarding specific activities and student achievements.

11. Concrete goals and objectives of organizations are formalized.

12. Balance is maintained between and among activities.

13. Qualified, enthusiastic sponsors who guide activities rather than dominating them are provided.

14. Students are not exploited.

15. Student leadership is encouraged and developed.

16. Activities have the full support of the school administration and the faculty.

17. Community support is encouraged.

18. As student interests change, the slate of student activities changes.

19. Current activities reflect current student interests and needs.

20. Evaluation in continuous.

Student Participation

Over the years, student activity programs have been criticized profusely regarding pupil non-participation and/or over-participation. Recent research has added some light to the problems involved with student

participation in activity programs. Students have been lured into school activities through reduced costs, honor points, academic credit, counseling, activity periods, awards, and required participation. To limit student participation, schools have used counseling, point systems, systems of majors and minors, scheduling, eligibility rules, and combinations of the above listed techniques.[1]

The problems associated with non-participation appear to be more acute than those concerned with over-participation. Figures that describe the percentage of students who do not participate differ from writer to writer and from school to school; however, almost any teacher could be expected to agree that a significant number of students do not have any ties with their school outside the academic curriculum. Graham has written:

> Unfortunately, the third who do not participate are usually those who would stand to benefit the most from the activity program, and the fifth who are most involved probably have the least to learn from it.[2]

Erickson found that a mean of 51 percent of the twelfth grade males and 54 percent of the twelfth grade females in thirty Minnesota high schools participated in school activities.[3] Bourgon studied participation in one Michigan high school over a three year period. He found that

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[1]Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, 1956), pp. 22-30; McKown, Extracurricular Activities, pp. 596-600.

[2]Grace Graham, Improving Student Participation (Washington, D.C.: National Association of Secondary School Principals, 1966), p. 3.

[3]Ralph J. Erickson, "Decision Making in Student Activities," High School Journal 47 (October 1963): 22.

girls participated twice as much as boys, 249 out of 740 class members did not participate at all, and that students with good grades participated more than students with weak grades.[1]

Wood, in 1967, wrote that only about 30 percent of a school's students would take part in student activities, and that most of those would be involved in only one or two activities.[2] Two thousand students were included in a 1973 study of twenty-five Illinois high schools. The top seven reasons given by students as to why they participated in student activites were:

1. Fun, personal enjoyment
2. Personal achievement
3. Meet personal needs, interests
4. Broaden personal, social contacts
5. Achieve popularity, social status
6. Develop leadership abilities
7. Explore learning experiences not available in the regular school program[3]

The seven most common reasons given by students as to why they did not participate were:

1. Have job outside of school
2. Activities are irrevelant to student needs
3. Activities are scheduled after school
4. Activities controlled by social groups, cliques
5. They are not chosen for the activity
6. Grades are not high enough
7. Activities are teacher dominated[4]

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[1]J. Kenneth Bourgon, "Which Students are Active?," School Activities 38 (May 1967): 15.

[2]D. I. Wood, "Are Activities Programs Really Activities Programs?," School Activities 39 (September 1967): 10.

[3]Robert L. Buser, Ruth Long, and Hewey Tweedy, "The Who, What, Why, and Why Not of Student Activity Participation," Phi Delta Kappan 57 (October 1975): 125.

[4]Ibid.

The results of the study showed that ". . . students who are already succeeding in academic courses are those who participate in student activities. Those who have low grades are not involved."[1]

In a related line of thought, Heller commented on the need for student activity programs to be open to all students when he wrote:

> The emphasis on academic excellence should not be so pervasive that its misapplication prevents the emergence of nonacademic leaders.[2]

Numerous studies have compared the differences in student participation between large and small high schools. Baker and Gump studied thirteen Kansas high schools and concluded that there is ". . . a negative relationship between school size and individual participation."[3] Specifically, they found that:

1. Small school students participate in the same number of settings commonly regarded as extracurricular as do large school students.
2. Small school students participate in a wider variety of extracurricular activities than do students in a large school.
3. A much larger portion of small school students hold positions of importance and responsibility.
4. Finally, small school students hold responsible and central positions in a wider variety of activities than do students in a large school.[4]

Kleinert reported similar findings in a study of sixty-three southern Michigan high schools. He found that whereas 76 percent of the students in small schools participated in one or more activities, only 32 percent did so in large schools.[5] He stated further that, "The proportionate number

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[1]Ibid.

[2]Marvin P. Heller, "Student Activities Need an Open Door Policy," Clearing House 40 (September 1965): 43.

[3]Ibid., p. 93.

[4]E. John Kleinert, "Effects of High School Size on Student Activity Participation," National Association of Secondary School Principals Bulletin 49 (March 1965): 37.

[5]Ibid., p. 39.

of student leaders decreased as schools of the sample grew larger."[1] Willems, in two separate studies, found that marginal (poorly suited) eleventh grade students were much more involved in activities in small high schools than were marginal students in large high schools.[2] McCandless concluded that students in small schools found it much easier to find a niche for themselves because less aggressiveness and self-assurance are required in the small school setting.[3] Baird sampled 21,371 high school seniors and concluded that small schools make more efficient use of their facilities regarding student participation in extracurricular activities.[4] The theory that large city schools fail to reach a majority of the students through activity programs was reaffirmed by Havighurst, Smith, and Wilder in a study which covered approximately 700 high schools.[5] Sherrodd collected data from 605 students in twenty-eight Montana high schools and found that school enrollment was ". . . inversely related to degree of participation in cocurricular activities."[6]

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[1]Ibid., p. 39.

[2]Edwin P. Willems, "Sense of Obligation to High School Activities as Related to School Size and Marginality of Student," Child Development 38 (December 1967): 1255.

[3]Boyd R. McCandless, Adolescents Behavior and Development (Hinesdale, Illinois: Dryden Press, 1970), p. 304.

[4]Leonard L. Baird, "Big School, Small School," Journal of Educational Psychology 60 (August 1969): 253.

[5]Leo Laurence Sherrodd, "A Study of Cocurricular Activities for Selected Montana High Schools" (Ed.D. dissertation, University of Montana, 1973), p. 166.

Numerous studies have shown that students belonging to a minority race tend to achieve to a lesser degree than do white students in American schools. They also take part in school activities to a lesser degree than do white students. This was just one of the findings in a study by the U. S. Commission on Civil Rights concerning minority students - Blacks, Indians, and Mexican-Americans - in the Southwest. The Commission discovered that:

> Without exception, minority students achieve at a lower rate than Angloes: their school holding power is lower; their reading achievement is poorer; their repetition of grades is more frequent; their overageness is more prevalent; and they participate in extra-curricular activities to a lesser degree than their Anglo counterparts.[1]

Another study completed by the Office for Civil Rights under the Department of Health, Education, and Welfare commented that although minority students may participate strongly in athletics, they participate less than white students in nonathletic activities.[2] McCandless spoke to the problem of minority and economically disadvantaged students when he wrote that they ". . . are almost even more likely to be excluded from activities than from meaningful participation in classes. The minority group youngster in any integrated school stands the best chance of all of being excluded."[3]

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[1]United States Commission of Civil Rights, The Unfinished Education: Outcomes for Minorities in the Five Southwestern States, Mexican American Educational Series (Washington, D. C.: U. S. Government Printing Office, 1971; Bethesda, Maryland: ERIC Document Reproduction Service, ED 056 821, 1972), p. 41.

[2]Office for Civil Rights, Department of Health, Education, and Welfare, "Survey of Attitudes in Desegregated School Districts, Spring 1969," Press Release August 24, 1969 (Bethesda, Maryland: ERIC Document Reproduction Services, ED 034 815, 1970), p. 8.

[3]McCandless, Adolescents Behavior and Development, p. 304.

Bailey studied twenty-seven urban schools across the country in 1970. He found that:

> Serious unrest has occurred in integrated schools when restrictions cause the student government, football team, or cheerleader squad to be essentially white and clearly disproportionate to the racial makeup of the student body.[1]

School Dropouts and Student Activities

Extracurricular activities have been praised for years because they increase the holding power of the schools. Bell studied 212 dropouts from seventy-one Kansas high schools. He found that: 68 percent did not participate in school activities; and, female dropouts were more active than were male dropouts.[2] He wrote that the ". . . results supported other studies which show that lack of participation in school activities is a significant characteristic of the dropout."[3]

The U. S. Commission on Civil Rights pointed out that fewer Mexican American, Black, and American Indian students finish high school than do Angloes.[4] It also noted that Mexican American students are underrepresented in student activities ". . . whether Mexican Americans constitute a majority or a minority of the student enrollment in a school."[5]

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[1]Stephen K. Bailey, Disruption in Urban Public Secondary Schools (Washington, D. C.: National Association of Secondary School Principals, 1970), p. 27.

[2]James W. Bell, "A Comparison of Dropouts and Nondropouts on Participation in School Activities," Journal of Educational Research 60 (February 1967): 250.

[3]Ibid., p. 251.

[4]United States Commission on Civil Rights, The Unfinished Education, p. 42.

[5]Ibid., p. 43.

Financing Student Activities

Student activities have been a financial step-child in public secondary schools since their inception in this country. Generally, they are not funded in the same manner as are other curricular items. Student activities are funded by: dues and fees, fund raising projects, sale of activity tickets, business profits and admissions, donations, and/or local school system funds. Some schools with outstanding activities programs have been forced to reduce their programs because of inadequate financing.[1]

Evans and Wagner investigated 345 schools and noted that student activity expenses could in fact be substantial.[2] Of course, when students are forced to carry the load of financing activities, economic reality tends to exclude many of those who could benefit most from local activity programs. Most writers seem to agree that the best solution to activity financing is to be found within the local school board.[3] Such a financial responsibility agreement would tend to provide a certain source of income; to permit all students to participate equally, to save instructional time, to remove doubts about ethics, to be in keeping with the dignity of the school, and to be a reasonable extension of financial aid already given to the schools.[4]

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[1]Robert L. Buser, "What's Happening in Student Activities in the Schools of the Seventies?," NASSPB 55 (September 1971): 8.

[2]Bruce Evans and Hilmar Wagner, "Have Student Activities Costs Gotten Out of Hand?," NASSPB 55 (September 1971): 27.

[3]Robbins and Williams, Student Activities in the Innovative School, p. 233-234.

[4]Ibid., p. 234.

Hager studied fifty-six secondary schools in Illinois, Iowa, Minnesota, Missouri, and Wisconsin. Among his conclusions were the following:

1. . . . regardless of school size, schools have moved steadily toward recommended practices.
2. . . . costs for student activities are highest in small schools.
3. As the enrollment of the schools increased, a more rigid adherence to recommended fiscal management practices in the business management of student activity funds resulted.[1]

Scheduling Student Activities

Student activities can be scheduled before school, during the school day, or after the school day has ended. Ludwig, in a study of 263 Midwestern schools, found that ". . . school officials, teachers, and parents have accepted the theory that activities, should be scheduled within the regular school day when this is educationally feasible and practical."[2] He also noted that athletics, clubs, and social functions worked out better when they were scheduled outside of the regular school day.[3]

The modular schedule has been presented as one example of how scheduling can be made flexible enough to permit a maximum of student activities during the school day; however, most writers are quick to

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[1]James Louis Hager, "Current Practices in the Administration and Supervision of Student Activity Finances in Public Secondary Schools in the Midwest," Dissertation Abstracts International 33A (September - October 1972): 1258A.

[2]Merlin A. Ludwig, "Current Practices and Problems in Scheduling Co-Curricular Activities in Public Secondary Schools in the Midwest," Dissertation Abstracts 23 (May - June 1963): 4588.

[3]Ibid.

mention that scheduling should be a matter to be determined by the individual school. At least one writer has questioned the inclusion of all student activities in the regular school day. Sherrodd noted that students in Montana high schools tended to participate to a greater extent where a large portion of activities were held outside the school day.[1] Obviously, the questions of adequate transportation and possible exclusion of certain students from programs would have to be answered adequately at the local school level before any such trend away from scheduling activities outside the regular school day could be justified.

For years, writers contended that the homeroom or activity period was the answer to the full development of student activity programs. Kilzer, Stephenson, and Nordberg put it simply:

> Since it is usually the one organization that reaches all the pupils in the school, the homeroom is increasingly being recognized as the backbone of the school-activities program.[2]

Nevertheless, not all writers in the field have been convinced that the activity period has lived up to the expectations that were placed on it. Campbell has maintained that homeroom periods have failed because of inadequate time, inadequate preparation of teachers, and improper teacher attitudes concerning their participation in homeroom activities.[3]

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[1]Sherrodd, "A Study of Co-Curricular Activities for Selected Montana High Schools," pp. 174-175.

[2]Kilzer, Stephenson, and Nordberg, Allied Activities in the Secondary School, p. 35.

[3]Laurence R. Campbell, "Co-Curricular Activities - Success or Failure?," School Activities 33 (December 1961): 116.

State Studies Concerning Student Activities

There have been several major studies in recent years which are of particular interest as broad surveys associated with student activity programs. In 1960, Mullins studied 496 Oklahoma high schools by using a questionnaire and opinionnaire completed by local administrators and teachers. He found that Oklahoma public high schools had many problem areas and much room for improvement if they were to meet meaningful criteria for quality programs. He made the following conclusions in his study:

1. A definite need for more effective supervision and coordination of activities at both the state and local levels was disclosed.
2. The majority of the administrators, in general, favored some changes in regard to interscholastic athletics and also favored organizing a state activities association.
3. Most schools had apparently paid little attention to the objectives and purposes of their school activity programs.
4. Evaluation of programs in individual schools was inadequate.
5. The extra-class activity problems identified most often by teachers and administrators were related to: (a) student participation, (b) students missing regular classes too much, (c) scheduling and supervision of activities, (d) students placing more value on participation in activities and the ensuing rewards than scholarship in regular classes.
6. School activities and regular classes lacked desirable integration.
7. The study showed that many activities took students from regular classes far too often.
8. The activities which took students from regular classes most often were FFA, 4-H club, music, and the spring athletic contests, in that order.
9. The larger the school, the more varied and comprehensive was the program of activities.
10. Interscholastic athletics occupied a position of dominance among the various activities sponsored by the schools. This was especially evident among the smaller schools.
11. Students, especially boys, seemed to value participation in athletics above other activities. This was also especially evident among the smaller schools.
12. All schools sponsored interscholastic athletics but one-third of the Class A schools and about one-half of the B and C schools had no requirements in regard to general physical education. The absence of programs in physical education is indefensible in an educational sense.

13. Activity sponsors were often unwilling to assume the duties of sponsorship and many were overburdened by their duties. With the exception of athletic coaches and band directors sponsors seldom received extra pay and they frequently failed to appropriately consider the purposes of high school activities.
14. Teachers identified more problems related to activities than did the administrators which indicates to some degree the distance between the viewpoints of administrators and classroom teachers.
15. Teachers and administrators in the large schools differed in regard to extra-class activity problems more than those in the smaller schools.
16. Scheduling activities before or after school and the individual expense involved appeared tocontribute to many students not participating in extra-class activities.[1]

Robbins, in a study of fifty schools in Arkansas, included the following in his findings: student activities increased in frequency from 1952-1953 to 1964-1965; student activities tended to be more stable in small schools and in Negro schools; and student activities are more stable in schools were a small proportion of students are transported than in schools where either a medium or large proportion of students are transported.[2]

Doohan studied four semi-rural high school activity programs in Maine. He identified problems and administrative practices used to alleviate those problems in his sample of semi-rural schools. Problems that he identified included transportation, inadequate staffing, high teacher-sponsor turnover, poor communication between the school and

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[1]Jesse Dale Mullins, "An Analysis of the Activity Programs in the Public Senior High Schools of Oklahoma," pp. 106-108.

[2]Jerry Hal Robbins, "Trends in Student Activity Offerings in the Public Secondary Schools of Arkansas," Dissertation Abstracts 27A (September - October 1966): 610A-611A.

community agencies, need for scheduling flexibility, and a demanding academic-oriented curriculum where much out-of-class study was expected.[1] Administrative procedures for handling these problems included using activity buses, demanding that teachers sponsor at least one activity, paying sponsors for their work, providing varied activity programs, and utilizing an activity period.[2]

Negri studied perceptions of students, principals, and teachers in twenty-nine secondary schools in Saint Louis County, Missouri. Included in his findings was the following statement:

> Generally administrators perceived the student activity programs to be functioning more effectively than did either the teachers or students. Typically the perceptions of teachers were more similar to those of the administrators than to those of the students.[3]

Sherrodd collected data from 605 students representing twenty-eight Montana high schools. Some of his more important findings are included in the following list:

1. School enrollment was directly related to the numerical availability of cocurricular activities.
2. School enrollment was inversely related to the ratio of available activites to school enrollment, thus "real" availability became less as school enrollment increased.
3. Activities programs showed a better balance among categories of available activities as school enrollment increased.
4. Activities availability was heavily slanted toward athletics for all sizes of schools.

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[1]Joseph Edward Doohan, Current Practices and Problems in Student Activities in Four Maine Public Secondary Schools," Dissertation Abstracts 29A (January - February 1969): 2146A.

[2]Ibid.

[3]Richard William Negri, "The Perceptions of Students, Teachers, and Administrators Toward Selected Aspects of the Student Activity Program in High Schools in Saint Louis County, Missouri" (Ph.D. dissertation, Southern Illinois University, 1972), p. 106.

5. School enrollment was found to be inversely related to degree of participation in cocurricular activities.
6. Activities participation was highest in those schools where principals were not satisfied as to the adequacy of the program, where a seven-or eight-period day or modular schedule was used, where eligibility criteria in addition to that of the Montana High School Association was imposed by the school, and where no formal faculty evaluation of the activities program occurred.[1]

Klein studied student activity programs in 438 public and private schools in Wisconsin. His study of public schools indicated the following: the principal was responsible for directing the activities program in most schools; only five percent of the schools had an activity director; most activities were held either immediately after school or at night; over 46 percent of the schools paid their sponsors for all activities; the general school fund and fund raising activities provided the major sources of revenue. Intramurals, girls' athletics, and drama were likely to have inadequate facilities; 34 percent had written objectives for each activity while 13 percent prepared advisor handbooks for each activity; the principal or the principal and the activity advisor generally evaluated the activity program. More students participated in student activities in small schools than did in large schools. Behavior problems and the failure to meet minimum grade requirements were common ways of limiting student participation in student activities. Crowd control at athletic events was not a major concern; however, lack of faculty commitment and lack of student interest were major factors that might tend to reduce the effectiveness of programs in the future. There was a trend toward the addition of girls' athletics, boys' gymnastics,

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[1]Sherrodd, "A Study of Co-Curricular Activities for Selected Montana High Schools," p. 165-167.

tennis, and swimming. There was also a trend toward a decrease in the occurance of school assemblies, class parties, trips, and plays.[1]

Proposals - What Can Be Done?

Writers have proposed many panaceas for the problems which surround student activity programs. Unfortunately, some of the prescriptions are in opposition to one another. Since every school is unique in student body and problems associated with student activities, it is possible to see where several alternative solutions could be employed to improve student activity programs. Common suggestions are included in the following list of proposals:

1. Eliminate all costs to student participants.
2. Schedule as many activities as possible during the school day.
3. Eliminate academic restrictions to activity membership.
4. Do not allow a small group of students to dominate leadership positions in all groups.
5. Allow students to join activities throughout the school year.
6. Restrict the size of large high schools.
7. Do not overschedule certain times of the year.
8. Do not disrupt the normal classroom schedule.
9. Provide adequate supervision of activities.
10. Eliminate exclusive clubs which may discriminate against other groups of students.
11. Encourage participation but do not require it.

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[1]Norman S. Klein, "A Study of the Student Activity Programs in the Wisconsin Public and Private Senior High Schools" (Ed.D. dissertation, Marquette University, 1973), pp. 189-192.

12. Eliminate symbols which might offend members of the student body.

13. Appoint cheerleaders, do not elect them.

14. Publicize what is available in the student activity program.

15. Encourage minority students to become involved in a variety of activities.

16. Provide adequate guidance and counseling concerning the student activity program.

17. Allow students to help formulate policies that govern the activity program.

18. Have as many teams as possible - let everyone that has an interest participate at some level.

19. Use strict accounting procedures.

20. Do not let the award system of one activity garner too much attention.

21. Provide in-service training for teacher-sponsors concerning improvement of local programs.

22. Involve the community in the program.

23. Offer a balanced program of activities.

24. Use periodic student interest surveys.

25. Reduce the number of night activities.

26. Develop written statements of activity objectives.

27. Identify an activity director in the local school and provide him with the time and resources needed to perform his duties.

28. Provide adequate remuneration for sponsors.

29. Do not allow students to become exploited by sponsors or agents outside the school.

30. Keep adequate permanent records of individual activities.

31. Provide for continuous evaluation of activities.

The last proposal is seen as the key to the improvement of student activity programs. Evaluation may be the catalyst to make student activities approach their potential as an educational tool for high school students.

The Future of Student Activities

Making conjectures about the future has long been an American pastime, but there is apparently no consensus about the direction student activities are taking. Some claim that they are stagnating or are in decline, while others proudly point to exciting, healthy programs that effectively reach large numbers of students. Problems persist; nevertheless, school leaders across the country have been generally optimistic about the positive aspects of student activity programs. A slightly pessimistic view was declared by one schoolman when he commented:

> Club programs will decrease in popularity. Interscholastic athletics will increase in the number of sports being offered, and girls' teams will greatly increase. Other extracurricular activities will continue to decrease because of many factors: activities and job opportunities for students outside the school, unavailability of space because of increased interscholastic programs, lack of interest on the part of teachers to assume extra duties for the compensation involved, and the complexity of transportation after school hours. Small schools will probably maintain a higher percentage of student involvement because they will continue to be a center of community activity.[1]

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[1]National Association of Secondary School Principals, The Eighties: Where Will the Schools Be? (Washington, D. C.: National Association of Secondary School Principals, 1974), p. 50.

A more optimistic view was revealed by another school leader who predicted:

> We may not be wrong in sensing that extracurricular activities are regaining their lost attractiveness. Music, drama, and athletics will ride high in the 1980's because they seem to give something to the young that is very important. Every school should get ready to take advantage of the revived interest in out-of-class activities. Girls, particularly, will find available a variety of experiences that were denied them in school programs prior to women's lib.[1]

Conclusion

As was indicated earlier in this chapter, there have been few startling research discoveries relative to the field of student activities since 1960. Problems concerning participation have persisted. Some innovative trends do seem to be developing in the field. Examples of current trends include appointment of activity directors in local schools, utilization of modern accounting procedures, broadening of opportunities for female athletes, and more adequate remuneration for sponsors. It is apparent that student activity programs are in a constant state of development. There are few disagreements among writers and researchers in the field of student activities as to the benefits and values that a good activity program can contribute to a school; however, knowledge of "good" practices and the "right" way to do things has not led to a problem-free state of affairs. In fact, it appears that the distance between existing programs and suggested or model programs has not been shortened to any great extent through the simple passage of time.

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[1]Ibid., p. 35.

CHAPTER III

METHODOLOGY

Introduction

The study was descriptive in nature. It attempted to describe the current status of student activity programs in the public senior high schools of Oklahoma. The survey technique was utilized to obtain data deemed pertinent to the study.

Population

The population of the study included each of the 479 public senior high schools in Oklahoma. Since all public senior high schools in Oklahoma were members of the Oklahoma Secondary School Activities Association, the OSSAA membership list for the 1976-77 school year was used to determine the number of schools in the population, as well as, the average daily attendance for each school. The researcher used average daily attendance figures to divide the schools into four categories: A, B, C, and D schools. The schools were separated into categories as follows:

Category	ADA (10-12)	Number
1. Class A	1000 and over	26 schools
2. Class B	500-999	35 schools
3. Class C	150-499	126 schools
4. Class D	Below 150	292 schools

Sample

Twenty schools were randomly selected from each school category. The principal from each school was asked to provide pertinent information about local activity programs by responding to a questionnare. The principal was also requested to select three teachers and three students by an indicated random procedure to participate in the study. The principal, teachers, and students were asked to respond to items on opinionnaires which attempted to identify serious problems associated with student activity programs in the public senior high schools of Oklahoma.

Principals were instructed to select the first, fourth, and sixth teachers on the alphabetical listing of teaching personnel. If the appropriate teacher were not available for some reason, the principal was instructed to select the next person on the alphabetical listing to complete the intended instrument.

Similar expectations were made of the principals regarding student selection for participation in the study. Responding students were seniors who had attended the school for at least two years. The second, fifth, and ninth students on the alphabetical listing of seniors were identified as respondents in the study. If the appropriate senior student were either not available or disqualified because he or she had not been in the school long enough, the principal was requested to select the next person on the alphabetical listing to complete the intended instrument.

Development of Instruments

Three instruments were developed for use in the study: a principal's questionnaire, a principal-teacher opinionnaire, and a student opinionnaire. The Principal's Questionnaire was created so that it could be hand tabulated. With the permission of Dr. Jesse Mullins, and Dr. Norman Klein, the Principal's Questionnaire included segments of their earlier instruments along with other items developed by the researcher to gather information about local student activity programs. The Principal's Questionnaire attempted to collect information concerning current practices, procedures, and organization of local student activity programs. In addition, the instrument sought information and opinions relative to the OSSAA.

The two opinionnaires which were developed for use in the study were constructed so that they could be key-punched and tabulated by computer. The Principal-Teacher Opinionnaire contained thirty-nine statements which could possibily be identified as serious problems in the public senior high schools of Oklahoma. The instrument incorporated items from a similar Mullins instrument along with other items developed by the researcher from a review of the literature. Respondents were requested to give either a problem or a no problem response to each item on the instrument. The instrument concluded with an item which allowed the respondent an opportunity to rate his or her local student activity program.

The Student Opinionnaire was the third instrument developed for use in the study. It contained the identical format and items as the other opinionnaire; however, three items were deleted because they were judged unsuitable for consideration by the student respondents. In addition, the Student Opinionnaire collected relevant data concerning respondent

participation or nonparticipation in local student activities.

Each of the instruments was previewed by students, faculty, and/or administrators at the University of Oklahoma, Oklahoma State University, and C. E. Donart High School in Stillwater, Oklahoma. Numerous suggestions were made and incorporated into the instruments as a result of these efforts.

Procedures for Data Collection

In an effort to encourage full participation, the researcher approached three state organizations with the hope that they would consent to having their name in the cover letter as endorsing the study. Gene Rochelle, President of the Oklahoma Education Association affiliated Secondary School Principals organization, and Dr. Harold Crain, Chairman of the Committee on Contests and Activities of the Oklahoma Association of Secondary School Principals, agreed to lend their endorsement to the study. The OSSAA declined the opportunity to endorse the study.

A packet containing a cover letter, instructions, one Principal's Questionnaire, three Principal-Teacher Opinionnaires, three Student Opinionnaires, and a stamped return envelope was mailed to the eighty randomly selected schools on March 7, 1977. On March 21, 1977 a follow-up letter was mailed to all sample schools. Included in the second mailing was a Principal-Teacher Opinionnaire. A clerical error in the first mailing had resulted in the need to send the additional instrument to the sample schools. Telephone calls were placed to all schools which had not returned the instruments by April 5, 1977. The last packet to be returned was received on May 1, 1977.

Treatment of the Data

Responses to the Principal's Questionnaire were hand tabulated and placed in percentages based upon the number of schools responding in each school category. A summary of these responses has been provided in the tables presented in Chapter IV. Comments by individual principals were included, as needed, in the analysis of the data.

Responses to the Principal-Teacher Opinionnaire and the Student Opinionnaire were transfered to key-punch cards. The cards were processed by the University of Oklahoma computer for tabulation and statistical analysis. After being separated by school category and respondent position, responses were stated in percentages based upon the number of respondents in each category. A summary of these responses has been provided in the tables which are presented in Chapter IV. Comments by individual respondents were included, as needed, in the analysis of the data.

Analysis of the Data

Responses to the items on each of the instruments were used to determine the status and main characteristics of student activity programs in the public senior high schools of Oklahoma. They were also utilized to analyze and compare the opinions of principals, teachers, and students regarding problems associated with, and the quality of, student activity programs in Oklahoma. In addition, responses to three items on the Principal's Questionnaire were intended to discover the opinions of principals concerning the services provided by, and a performance rating of, the OSSAA.

The use of frequency tables with percentages was the most common method of analysis for the items in the Principal's Questionnaire. Numerous t-tests were performed on the data from item thirty-five to determine if significant differences of opinion existed among principals from the four school categories concerning their rating of the performance of the OSSAA.

The data from the two opinionnaires regarding problem identification in local student activity programs were separated by respondent group. No analysis according to school category was attempted. Problem responses were ranked and placed in percentages for each respondent group. By adding the ranks of the three respondent groups and dividing by three, a mean rank for each individual item was determined. Numerous two-tailed z-tests on proportions were performed on the opinionnaire data to determine whether or not significant differences existed among the respective respondent groups concerning each item on the opinionnaires. The final item on both opinionnaires requested respondents to rate their local student activity program. Mean scores for each group were determined and t-tests were performed to determine whether or not significant differences of opinion existed among the respondent groups. The statistical analysis is reported in Chapter IV. A summary of the findings of the study is presented in Chapter V.

Conclusions and Recommendations

The data obtained in the study was utilized to develop conclusions relative to student activity programs in the public senior high schools of Oklahoma. The conclusions reached in the study served as a basis for formal recommendations regarding specific steps that should be taken at either the state or local level if the improvement of student activity programs is to be realized in the public senior high schools of Oklahoma.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

General Information

Almost all of the sample schools cooperated in the study. As the data in table 1 indicates, a total of 93 percent of the sample schools responded to the survey in some manner.

TABLE I

NUMBER AND PERCENTAGE OF SCHOOLS RESPONDING TO THE SURVEY

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Schools sampled . .	20		20		20		20		80	
Schools responding	18	90	20	100	12	90	18	90	74	93

The data in table 2 reveal that 82 percent of all instruments sent to the sample schools were completed and returned to the researcher. As the data in table 3 disclose, 87 percent of the Principal's Questionnaires were completed by the local high school principal. Twelve percent of the questionnaires were completed by the local assistant principal and one respondent did not indicate who completed the instrument.

Principals indicated in response to items three and four on the Principal's Questionnaire that an average of 75 percent of all teachers

TABLE 2

NUMBER AND PERCENTAGE OF INSTRUMENTS RETURNED BY RESPONDENTS

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Questionnaire										
Principal's	17	85	19	95	16	80	17	85	69	85
Opinionnaires										
Principal's	14	70	18	90	16	80	15	75	63	79
Teacher's	47	78	45	75	48	80	52	87	192	80
Student's	49	82	50	83	51	85	49	82	199	83
Total	127	79	132	83	131	82	133	83	523	82

TABLE 3

POSITION OF PERSONS RESPONDING TO THE PRINCIPAL'S QUESTIONNAIRE (QUESTIONNAIRE ITEM 2)

Position	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Principal	12	71	17	89	15	94	16	94	60	87
Assistant Principal . . .	5	29	2	11	1	6	. .	. .	8	12
No answer	. .	. .	. .	. .	. .	. .	1	6	1	1
Total	17	100	19	100	16	100	17	100	69	100

in their local high school sponsored at least one student activity. Sixty-five percent of the teachers in Class A high schools sponsored at least one student activity while 86 percent of the teachers in Class D high schools were similarly involved. The figures indicate that teachers in small schools were more involved in the sponsoring of student activities than were teachers in larger high schools.

TABLE 4

MEAN PERCENTAGE OF TEACHERS SPONSORING AT LEAST ONE ACTIVITY (QUESTIONNAIRE ITEMS 3 AND 4)

	Class A	Class B	Class C	Class D	Total
Mean	65	75	71	86	75

The data in table 5 show a variety of scheduling patterns utilized in Oklahoma high schools. Eighty-three percent of the schools used a six period school day. Fifty-five minute periods predominated in all classifications. Other scheduling arrangements accounted for only 14 percent of the school sample.

TABLE 5

NUMBER AND LENGTH OF PERIODS IN THE SCHOOL DAY
(QUESTIONNAIRE ITEM 5)

Periods	Length in minutes	Class A n	Class A %	Class B n	Class B %	Class C n	Class C %	Class D n	Class D %	Total N	Total %
6	55	12	71	13	68	14	88	12	71	51	74
6	60	2	12	2	11	1	6	1	6	6	9
7	55	1	6	2	11	. .	. .	1	6	4	6
5	70	1	6	1	5	1	6	1	6	4	6
5	55	. .	. .	. .	. .	. .	. .	1	6	1	1
Modular		1	6	. .	. .	. .	. .	. .	. .	1	1
No answer		. .	. .	1	5	. .	. .	1	6	2	3

Administration and Organization

As indicated in table 6, 81 percent of all sampled schools utilized the local principal as the director of the student activities program. The figure was raised substantially by the heavy reliance of the Class C and D schools on the services of the local principal. Class A and B schools were much more apt to have another person in charge of the student activity program. Assistant principals and activity directors accounted for a considerable proportion of responsibility regarding the direction of student activities in the Class A and B schools. Although other categories were relatively rare, the athletic director was mentioned in 24 percent of the Class A schools and 19 percent of the Class C schools. Several principals indicated by their comments that the direction of student activities was shared by two or more individuals. The data in table 6 also indicate that

TABLE 6

DIRECTION OF THE STUDENT ACTIVITIES PROGRAM
(QUESTIONNAIRE ITEM 6)

Position	Class A n	Class A %	Class B n	Class B %	Class C n	Class C %	Class D n	Class D %	Total N	Total %
Principal	5	29	9	47	14	88	14	82	42	61
Assistant principal	8	47	8	42	1	6			17	25
Activities director	5	29	6	32	1	6	1	6	13	19
Athletic director	4	24			3	19	1	6	8	12
Faculty committee	1	6							1	1
Superintendent					1	6	4	24	5	7
Other		1	5	1	6				2	3

only 19 percent of the sample schools had an individual designated as activities director. Class A and B schools were much more likely to have activity directors than were the Class C and D schools.

The data in table 7 show that 61 percent of the schools without an activities director did not feel the need for one. A substantial proportion of respondents in schools without an activities director, 39 percent, did express a need for someone in that role. Forty-four percent of the Class D respondents indicated a need for some individual to have the designation of activity director.

Student activities were scheduled at various times before, during, and after the regular school day. Several differences existed among the four categories investigated in the study. After school, evening, and before school were the three most often identified times for student

TABLE 7

NUMBER AND PERCENTAGE OF SCHOOLS (WITHOUT AN ACTIVITY DIRECTOR) INDICATING THE NEED FOR A STUDENT ACTIVITY DIRECTOR (QUESTIONNAIRE ITEM 7)

	Class A		Class B		Class C		Class D		Total	
Response	n	%	n	%	n	%	n	%	N	%
Yes	4	31	6	50	5	33	7	44	22	39
No	9	69	6	50	10	67	9	56	34	61

activities to be scheduled; however, in each case there was a descending order of occurance in the four school categories. As indicated in table 8, school size was a factor concerning when student activities were scheduled. Respondents reported that considerably more Class A high schools employ after school, evening, before school, last period of the day, and home-room scheduling than do the Class D high schools. An activity period was utilized in 29 percent of the Class D schools. The data in table 8 indicate that the larger schools were more likely to utilize a wider range of times to schedule their student activities than were the smaller schools. The noon hour was mentioned by several respondents as another time when certain student activities have been scheduled.

The data in table 9 reveal that two-thirds of the schools did not provide any released time for the person or persons who were charged with the direction of the student activities program. Thirty-five percent of the Class A schools and 21 percent of the Class B schools provided four or more hours of release time for the person who directs student activities.

TABLE 8

THE SCHEDULING OF STUDENT ACTIVITIES
(QUESTIONNAIRE ITEM 8)

Time	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
After school	16	94	14	74	10	63	10	59	50	72
Evening	13	76	11	58	7	44	7	41	38	55
Before school	15	88	10	53	8	50	2	12	35	51
No regularly scheduled period	1	6	5	26	9	56	12	71	27	39
Last period	5	29	4	21	4	25	1	6	14	20
Homeroom period	7	41	3	16	4	25	. . . .		14	20
Activity period	2	12	2	11	1	6	5	29	10	14
Other	2	12	1	5	2	13	1	6	6	9

Smaller schools tended to provide less release time than did the larger schools. It should be noted that, as indicated in table 6, the smaller schools in the survey tended to have student activity programs directed by local principals and/or superintendents who have many additional duties.

The data in table 10 disclose that only 14 percent of the sample schools employed an activity period during the regular school day. The schools that did make use of an activity period, scheduled them in a variety of fashions. Only one respondent reported an activity period every school day. Five schools set aside one time period per week ranging from 25 to 75 minutes in length. One school met for one 55 minute period per month. The activity period was not a popular vehicle for the development

TABLE 9

HOURS OF RELEASED TIME PER DAY PROVIDED FOR THE PERSON WHO DIRECTS THE STUDENT ACTIVITIES PROGRAM (QUESTIONNAIRE ITEM 9)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
No released time	9	53	11	58	14	88	12	71	46	67
One hour	2	12	1	5	2	13	1	6	6	9
Two hours	. .	. .	2	11	. .	. .	2	12	4	6
Three hours	. .	. .	1	5	. .	. .	1	6	2	3
Four or more hours . . .	6	35	4	21	1	6	1	6	12	17

of student activities in the public senior high schools of Oklahoma.

The data in table 11 indicate that a majority of the schools sampled had written objectives for their student activities; however, written objectives were much more commonly found in the larger schools. The majority of the Class C and D schools did not have written objectives while 76 percent of the Class A schools and 58 percent of the Class B schools utilized written objectives.

Eighty-one percent of all sampled high schools did not use an advisor's handbook for each student activity (table 12). Class A schools were only slightly more likely than the Class B, C, and D schools to make use of advisor handbooks.

The data in table 13 confirm that the sponsoring of student activities was considered to be in addition to the regular teaching load in a majority of Class A, B, and C schools and in approximately one-half of the

TABLE 10

NUMBER AND PERCENTAGE OF SCHOOLS THAT HAVE AN ACTIVITY PERIOD (QUESTIONNAIRE ITEM 10)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	2	12	4	21	2	13	2	12	10	14
No	15	88	15	79	14	88	15	88	59	86

TABLE 11

NUMBER AND PERCENTAGE OF SCHOOLS USING WRITTEN OBJECTIVES FOR STUDENT TEACHING (QUESTIONNNARE ITEM 11)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	13	76	11	58	7	44	7	41	38	55
No	4	24	8	42	9	56	10	59	31	45

Class D schools. Sponsoring of student activities was considered part of the regular teaching load in over one-third of the Class A, B, and C schools and in 76 percent of the Class D schools. Sponsoring of student activities was much more likely to be regarded as voluntary in the Class A schools than in the smaller schools. Sponsoring student activities was a condition of employment in only 10 percent of the schools sampled. Three respondents commented that the sponsoring of activities was voluntary unless there were not enough volunteers.

TABLE 12

NUMBER AND PERCENTATE OF SCHOOLS USING AN ADIVSOR'S HANDBOOK FOR EACH STUDENT ACTIVITY (QUESTIONNAIRE ITEM 12)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	5	29	4	21	1	6	3	18	13	19
No	12	71	15	79	15	94	14	82	56	81

TABLE 13

CONDITIONS REGARDING THE SPONSORING OF STUDENT ACTIVITIES (QUESTIONNAIRE ITEM 13)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Part of the regular teaching load	6	35	8	42	6	38	13	76	33	48
In addition to the regular teaching load	11	65	12	63	10	63	8	47	41	59
Voluntary	11	65	7	37	2	13	3	18	23	33
A condition of employment	2	12	1	5	2	13	2	12	7	10
Other	1	6	1	5	2	13	. .	. .	4	6

TABLE 14

NUMBER AND PERCENTAGE OF SCHOOLS WITH AT LEAST ONE SCHOOL EMPLOYEE ASSIGNED TO EACH STUDENT ACTIVITY (QUESTIONNAIRE ITEM 14)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	17	100	19	100	16	100	16	94	68	99
No							1	6	1	1

As indicated in table 14, with only one exception in Class D, all schools had at least one school employee assigned to each student activity. Oklahoma public senior high schools apparently have had a strong sense of responsibility regarding the role of school personnel and student activities.

The data in table 15 provide an excellent opportunity to contrast differences in the student activity programs in the four school classifications. Class D schools, which have relatively small activity programs in terms of offerings, provided extra pay for sponsors to a lesser degree than did the three larger school categories. Only nine percent of all the schools sampled provided extra pay for all student activity sponsors. One Class D respondent reported that no activity sponsors were paid for their efforts. Coaches of competitive athletics were almost universally compensated above their regular teaching salary. School size was directly related to the percentage of activity sponsors who were compensated above their regular teaching salary.

TABLE 15

NUMBER AND PERCENTAGE OF ACTIVITIES FOR WHICH SPONSORS ARE PAID OVER AND ABOVE THEIR REGULAR TEACHING SALARY (QUESTIONNAIRE ITEM 15)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
All student activities	2	12	2	11	2	12			6	9
None							1	6	1	1
Competitive athletics	17	100	17	89	14	88	16	94	64	93
Band and/or Orchestra	17	100	16	84	11	69	7	41	51	74
Student Council	12	71	10	53	3	19			25	36
Yearbook	17	100	13	68	10	63	3	18	43	62
Newspaper	15	88	11	58	6	38	2	12	34	49
Play production	15	88	14	74	3	19	2	12	34	49
Class sponsor	6	35	9	47	6	38	4	24	25	36
Chorus	13	76	15	79	7	44	2	12	37	54
Pep club			3	19	3	19			6	9
Cheerleaders			2	13	1	6			3	4
All others			3	19	1	6			4	6

As indicated in table 16, substantial majorities of Class A, B, and C schools granted credit toward graduation for competitive athletics, band and/or orchestra, yearbook, newspaper, and chorus. Over one-half of these larger schools also gave credit for play production. Other activities rarely carried credit toward graduation in the Class A, B, and C Schools. Only competitive athletics, yearbook, and band and/or orchestra

TABLE 16

NUMBER AND PERCENTAGE OF SCHOOLS WHICH GRANT CREDIT TOWARD GRADUATION FOR SELECTED STUDENT ACTIVITIES (QUESTIONNAIRE ITEM 16)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Competitive athletics . .	17	100	17	89	16	100	16	94	66	96
Band and/or orchestra	17	100	19	100	16	100	9	53	61	88
Chorus	16	94	18	95	15	94	7	41	56	81
Yearbook	15	88	16	84	13	81	12	71	56	81
Newspaper	15	88	15	79	11	69	6	35	47	68
Play production	11	65	14	74	9	56	. .	. .	34	49
Student council	3	18	4	21	1	6	. .	. .	8	12
Other	1	6	2	11	1	6	1	6	5	7

received credit in a majority of the Class D Schools. One Class D respondent stated that none of the student activities received credit toward graduation.

The data in table 17 indicate that most public senior high schools in Oklahoma kept records concerning student activities. Financial records for each activity and an activity calendar were commonly kept records in approximately 90 percent of all sample schools. Over one-half of all sample schools kept a comprehensive list of sponsors and a membership role for each activity. Class C was the only school category to have over 50 percent of its members place a notation of participation in activities on student permanent records. A score for overall record keeping would slightly favor the larger schools in each succeeding

TABLE 17

NUMBER AND PERCENTAGE OF SCHOOLS THAT KEEP SELECTED ACTIVITY RECORDS (QUESTIONNAIRE ITEM 17)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Financial records for each activity	16	94	18	95	14	88	16	94	64	93
Activity calendar	16	94	17	89	14	88	13	76	60	87
Comprehensive list of sponsors	13	76	17	89	10	63	9	53	49	71
Membership roll for each activity	12	71	10	53	10	63	9	53	41	59
Notation of participation on student's permanent record	7	41	7	37	9	56	6	35	29	42
Other	1	6	. .	. .	1	6	. .	. .	2	3

classification.

The schools in the study used a variety of ways to determine school policies regarding the financing of student activities. As indicated in table 18, no trend was evident regarding Class D schools. The local board of education was the primary agency that determined school policies regarding the financing of student activities in the Class A, B, and C schools. The principal was more likely to have a voice in determining these policies in the larger school categories. Five schools listed the superintendent in the "Other" category. Three respondents indicated that they had no policy concerning the financing of student activites.

TABLE 18

THE DETERMINATION OF SCHOOL POLICIES REGARDING THE FINANCING OF STUDENT ACTIVITIES (QUESTIONNAIRE ITEM 18)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Board of education . . .	9	53	11	58	12	75	5	29	37	54
Principal and sponsor .	5	29	8	42	5	31	5	29	23	33
Principal	7	41	7	37	2	13	. .	. .	16	23
By each activity group individually	3	18	6	32	2	13	4	24	15	22
No such policy exists					1	6	2	12	3	4
Other	2	12	. .	. .	1	6	3	18	6	9

The data in table 19 provide evidence that there were two major sources of financing organized athletics in the public senior high schools of Oklahoma: admissions charged and school district funds. It may be that the Class B schools were the most self-supporting of all the classes since few of them relied upon school district funds as a main source of financing their athletic programs. It is significant to note the strength of booster club support as the third major area of financial support for Oklahoma high school athletic programs. Fund raising projects were most popular in the Class D schools. Student activity fees were found as a main source of financing in only 18 percent of the Class A schools, and were not a main source in any of the Class B, C, or D schools.

TABLE 19

MAIN SOURCES OF FINANCING ORGANIZED ATHLETICS
(QUESTIONNAIRE ITEM 19)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Admissions charged	16	94	17	89	14	88	13	76	60	87
Board of education (School district funds)	11	65	2	11	15	94	11	65	39	57
Booster club or clubs	5	29	6	32	3	19	2	12	16	23
Fund raising projects by students	2	12			1	6	4	24	7	10
Student activity fees	3	18							3	4
Other			1	5			2	12	3	4

Note: Respondents were requested to identify two main sources of financing.

As indicated in table 20, a primary source of financing student activities other than athletics has been fund raising projects by students. School district funds and admissions charged were mentioned by one-third of the respondent schools as the next most common sources of financing. Admissions charged was the second most popular method of financing these activities for the Class A and B schools. School district funding was the second most common response by the Class C and D respondents. Student activity fees were a main source for only 13 percent of the overall sample.

Eighty percent of the sample schools did not set specific limits on the number of times a student may miss regular class for participation in student activities (table 21). Thirty-eight percent of the Class C

TABLE 20

MAIN SOURCE OF FINANCING STUDENT ACTIVITIES OTHER THAN ATHLETICS
(QUESTIONNAIRE ITEM 20)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Fund raising projects by students	16	94	17	89	12	75	14	82	59	86
Board of education (School district funds) .	5	29	4	21	9	56	6	35	24	35
Admissions charged . . .	8	47	5	26	6	38	4	24	23	33
Student activity fees . .	2	12	3	16	2	13	2	12	9	13
Other	1	6	1	5	1	6	. . . .		3	4

Note: Respondents were requested to identify two main sources of funding.

TABLE 21

NUMBER AND PERCENTAGE OF SCHOOLS THAT SET SPECIFIC LIMITS UPON THE NUMBER OF TIMES A STUDENT MAY MISS REGULAR CLASSES FOR PARTICIPATION IN STUDENT ACTIVITIES
(QUESTIONNAIRE ITEM 21)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	3	18	2	11	6	38	3	18	14	20
No	14	82	17	89	10	63	14	82	55	80

schools, higher than any other school category, did set specific limits on student absences. Four of the respondents commented that they allowed five days per year for student activity related absences.

TABLE 22

NUMBER AND PERCENTAGE OF ACTIVITIES FOR WHICH THERE IS A DIRECT COST FOR PARTICIPATING STUDENTS (QUESTIONNAIRE ITEM 22)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Pep club	14	82	15	79	7	44	7	41	43	62
School dances	13	76	15	79	8	50	4	24	40	58
Competitive athletics	9	53	7	37	5	31	5	29	26	38
Music activities	4	24	8	42	8	50			20	29
Special interst clubs	5	29	6	32	3	19	1	6	15	22
Assembly programs	3	18	3	16	4	25	2	12	12	17
Honor society	6	35	4	21	1	6			11	16
Play productions	2	12	1	5	4	25	3	18	10	14
Subject centered clubs	5	29	3	16	1	6			9	13
Student publications	1	6	2	11	2	13	1	6	6	9
Honorary clubs	1	6	3	16			1	6	5	7
Student Council	1	6	1	5					2	3
Intramurals	1	6	1	5					2	3
Religious clubs										
Other	1	6							1	1

The data in table 22 provide evidence that fewer Class D schools passed the costs of participation in student activities along to individual students. School size was a factor in student expenses associated with participation in pep club, school dances, competitive athletics, honor society, and subject centered clubs. In each case, the percentage of schools where direct costs were involved decreased as school size decreased. Student councils, intramurals, student publications, honorary clubs, and religious clubs rarely had any student fees required for participants. A substantial percentage of the Class A, B, and C schools had direct costs for participants in music activities and special interest clubs. Assembly programs and play productions resulted in direct costs in less than 20 percent of the schools surveyed.

No school can have an outstanding activities program without adequate facilities which are available for the use of students. The data in table 23 indicate the facilities available for student activities in the sample schools. The larger schools tended to have more facilities available than did the schools in the next lower classification for almost every facility category.

Even though they had the fewest facilities, a majority of the respondents from the Class D schools claimed to be satisfied with their present facilities. As indicated in table 24, only 39 percent of the respondents sampled felt that the facilities available at their schools were adequate for their present student activities program.

Inadequate facilities are examined more closely in table 25. Table 25 contains data identifying the Class B and C principals as the respondents most concerned about inadequate and/or unavailable facilities for student activities. Inadequate or unavailable swimming pools were

TABLE 23

NUMBER AND PERCENTAGE OF AVAILABLE FACILITIES
(QUESTIONNAIRE ITEM 23)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Football stadium	12	71	13	68	15	94	9	53	49	71
Outside playing and practice fields	16	94	19	100	11	69	14	82	60	87
Gymnasium	16	94	19	100	16	100	17	100	68	99
Music areas	16	94	18	95	13	81	10	59	57	83
Auditorium	16	94	12	63	11	69	8	47	47	68
Cafeteria	16	94	19	100	14	88	13	76	62	90
Swimming pool	7	41	4	21	2	13	2	12	15	22
Combination of one or more of the above items	6	35	4	21	1	6	. .	. .	11	16
Other	. .	. .	1	.5	. .	. .	. .	. .	. .	. .

TABLE 24

ADEQUACY OF PRESENT FACILITIES BEING USED FOR STUDENT ACTIVITIES
(QUESTIONNAIRE ITEM 24)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	7	41	3	16	7	44	10	59	27	39
No	10	59	16	84	9	56	7	41	42	61

a problem for the top three school classes while gymnasium and auditorium needs were noted by all school classes. The Class A and D respondents had few complaints about practice fields or cafeterias. Several Class B, C, and D respondents observed needs for better music areas. Inadequate football stadiums concerned a minor percentage of the Class A, B, and C respondents. Two respondents commented that they needed a running track.

TABLE 25

FACILITIES WHICH ARE EITHER INADEQUATE OR UNAVAILABLE
(QUESTIONNAIRE ITEM 24)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Football stadium	3	18	3	16	4	25	1	6	11	16
Outside playing and practice fields	1	6	4	21	5	31	2	12	12	17
Gymnasium	4	24	6	32	7	44	3	18	20	29
Music areas	1	6	6	32	4	25	5	29	16	23
Auditorium	2	12	9	47	3	19	4	24	18	26
Cafeteria	1	6	4	21	4	25	1	6	10	14
Swimming pool	4	24	9	47	6	38	1	6	20	29
Combination of one or more of the above items	1	6	. .	. .	1	6	. .	. .	2	3
Other	. .	. .	1	5	. .	. .	1	6	2	3

Participation

Some effort to encourage student participation in student activities was made in most of the sampled schools. The data in table 26 reveal that in 35 percent of the Class D schools no formal effort was made to encourage student participation; however, awards were used as an inducement for participation in 76 percent of the Class D schools. Substantial percentages of Class A, B, and C schools publicized activities and utilized awards to encourage student participation. Participation was rarely forced upon pupils; however, individual counseling was a common tool in 46 percent of the schools surveyed.

TABLE 26

METHODS OF ENCOURAGING STUDENT PARTICIPATION IN STUDENT ACTIVITIES (QUESTIONNAIRE ITEM 25)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Activities are publicized within the school	16	94	17	89	12	75	5	29	50	72
Awards	12	71	13	68	11	69	13	76	49	71
Individual counseling	6	35	10	53	11	69	5	29	32	46
Joining is a requirement	1	6	1	5	2	13	. .	. .	4	6
No formal effort made	. .	. .	1	5	1	6	6	35	8	12
Other	. .	. .	2	11	1	6	. .	. .	3	4

Table 27 contains information concerning the regulation of participation in student activities. Thirty-five percent of the Class A respondents and 42 percent of the Class B respondents asserted that they did not regulate student participation in any way. Scholastic requirements were the most often observed method of regulating student participation in all school classes. Far behind in general use were student behavior problems and individual counseling. Scheduling conflicts, point systems, marital status, and/or other requirements to regulate student participation were used in an insignificant percentage of schools.

TABLE 27

METHODS OF REGULATING PARTICIPATION IN STUDENT ACTIVITIES
(QUESTIONNAIRE ITEM 26)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Scholastic requirements	12	71	11	58	15	94	13	76	51	74
Student behavior problems	5	29	6	32	6	38	4	24	21	30
Individual counseling	2	12	3	16	8	50	2	12	15	22
Scheduling conflicts	3	18	1	5	5	31	3	18	12	17
Point system	3	18	. .	. .	3	19	. .	. .	6	9
Marital status	1	6	. .	. .	1	6	. .	. .	2	3
Not regulated	6	35	8	42	1	6	2	12	17	25
Other	3	18	1	5	. .	. .	1	6	5	7

TABLE 28

NUMBER AND PERCENTAGE OF SCHOOLS WHERE THE COST OF PARTICIPATION IN SOME ACTIVITIES LIMITS THE INVOLVEMENT OF STUDENTS IN ACTIVITY PROGRAMS (QUESTIONNAIRE ITEM 27)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	8	47	7	37	4	25	1	6	20	29
No	9	53	12	63	12	75	16	94	49	71

The data in table 28 concern schools where the cost of participation in some activities limits the involvement of students in activity programs. A majority of respondents from all school classes believed that they did not suffer the problem associated with cost and student participation; however, that majority became smaller as school size increased. Cost to participants was a greater concern in the larger school categories than it was in the smaller school categories.

Respondents which answered "Yes" in table 28 were asked to identify which activities placed significant financial burdens on members. As reported in table 29, cheerleading and pep club were mentioned most frequently as activities placing significant financial burdens on members; however, no Class D respondent and only one Class C respondent reported these activities as problem areas. It should be noted that cheerleading, pep club, and pom pom are related areas in local student activity programs.

TABLE 29

ACTIVITIES WHICH PLACE A SIGNIFICANT FINANCIAL BURDEN ON MEMBERS
(QUESTIONNAIRE ITEM 27)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Cheerleading	4	24	4	21					8	12
Pep club	3	18	3	16	1	6			7	10
Pom Pom	1	6	1	5					2	3
Music activities	1	6	1	5	1	6			3	4
Others			2	11			1	6	3	4

Table 30 provides data concerning the percentage of minority students in the survey schools. Minority was defined as "other than white." Sixty-seven percent of the schools had a minority population of 10 percent or less. Only three percent of the sample, two Class D respondents, claimed a minority population of over 50 percent.

The information contained in table 30 was requested in order to provide a background for the data which appear in tables 31 and 32. The data in table 31 reveal the results of the survey question concerning the participation of minority students in local student activity programs. It is notable that 71 percent of the Class A respondents, 37 percent of the Class B respondents, 50 percent of the Class C respondents, and 18 percent of the Class D respondents reported that minority students participated to a lesser degree than white students in some or all activities. Unfortunately, the information available did not take into consideration schools that had no minority students; consequently, it is assumed that

TABLE 30

PERCENTAGE OF MINORITY STUDENTS (OTHER THAN WHITE)
IN SAMPLE SCHOOLS
(QUESTIONNAIRE ITEM 28)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
0 - 10%	10	59	12	63	12	75	12	71	46	67
11 - 20%	5	29	3	16	1	6	3	18	12	17
21 - 30%	2	12	2	11	2	13	. .	. .	6	9
31 - 40%	. .	. .	2	11	1	6	. .	. .	3	4
41 - 50%	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Over 50%	. .	. .	. .	. .	. .	. .	2	12	2	3

TABLE 31

PERCENTAGE OF SCHOOLS WHERE MINORITY STUDENTS PARTICIPATE
IN STUDENT ACTIVITIES TO A LESSER DEGREE
THAN DO WHITE STUDENTS
(QUESTIONNAIRE ITEM 29)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	8	47	2	11	4	25	2	12	16	23
It depends on the activity	4	24	5	26	4	25	1	6	14	20
No	5	29	9	47	7	44	14	82	35	51
Do not know	. .	. .	3	16	1	6	. .	. .	4	6

the percentage of "No" responses would have been lower if those schools had been eliminated from the results of the item. It is also notable that four of the respondents did not know whether or not minority students in their schools participated to a lesser degree in student activities than did white students.

The affirmative responses found in table 31 are more fully reported in table 32. Minority students participated to a lesser degree than did whites in student councils, cheerleading squads, and music activities in over one-third of the sample schools in which the phenomenon was identified. The problem of lesser participation for minority students also existed in the athletic programs of over one-fourth of the Class A and B schools.

TABLE 32

PERCENTAGE OF SPECIFIC ACTIVITIES IDENTIFIED BY RESPONDENTS WHERE MINORITY PARTICIPATION IS PROPORTIONALLY LESS THAN THAT OF WHITE STUDENTS (QUESTIONNAIRE ITEM 29)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Competitive athletics . .	3	25	2	29	1	13	. .	. .	6	20
Student council	5	42	3	43	3	38	2	67	13	43
Cheerleading squad . . .	6	50	2	29	2	25	2	67	12	40
Music activities	5	42	3	43	2	25	1	33	11	37
Other student activites .	1	8	1	14	4	50	1	33	7	23

Note: Percentages are based on the number of schools in each classification which answered "Yes" or "It depends on the activity" to item 29.

Evaluation

The data in table 33 provide evidence that approximately one-half of the sample schools have undergone an evaluation of their activity programs during the past three years. Sixty-three percent of the Class B schools have evaluated their activity programs in the last three years while only 35 percent of the Class D schools have undertaken evaluations in the same time period. Exactly who actually participated in these evaluations is reported in table 34.

Evaluations by the principal and/or the principal and activity sponsors were the most common methods of evaluation in the sampled schools. Many schools, as indicated in table 34, included students and/or faculty members in the evaluation of local activity programs. Twenty-seven percent of the respondents mentioned North Central formal evaluations as their primary means of evaluating all aspects of their local

TABLE 33

PERCENTAGE OF SCHOOLS WHO HAVE EVALUATED THEIR ACTIVITY PROGRAMS IN THE PAST THREE YEARS (QUESTIONNAIRE ITEM 30)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	8	47	12	63	7	44	6	35	33	48
No	9	53	7	37	9	56	11	65	36	52

curriculum. Many of the responding schools utilized a combination of individuals and groups to inact local evaluations.

The data in table 35 offer evidence that there was little formal evaluation of student activity sponsors in the public senior high schools of Oklahoma. Only 22 percent of the respondents claimed to have any evaluation procedures whatsoever. The response to this item illustrated a void in the management and evaluation of student activity programs in the public senior high schools of Oklahoma. Certainly the performance of a teacher in the classroom has been viewed quite differently than has the performance of the same teacher serving as a sponsor for a student activity.

TABLE 34

PARTICIPANTS IN THE EVALUATION OF LOCAL STUDENT ACTIVITY PROGRAMS (QUESTIONNAIRE ITEM 30)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Principal	3	38	6	60	5	71	2	33	16	48
Principal and activity sponsor	4	50	8	67	3	43	2	33	17	52
Each activity group individually	3	38	4	33	1	14	2	33	10	30
Faculty committee	3	38	3	25	2	29	3	50	11	33
Students	3	38	3	25	3	43	3	50	12	36
Other										
North Central	1	13	6	50	2	29	. .	. .	9	27
All others	. .		1	8	1	14	1	17	3	9

Note: Percentages are based on the number of schools in each classification which answered "Yes" to item 30.

TABLE 35

THE EVALUATION OF ACTIVITY SPONSORS
(QUESTIONNAIRE ITEM 31)

	Class A		Class B		Class C		Class C		Total	
	n	%	n	%	n	%	n	%	N	%
Standard, objective form	. .	. .	1	5	2	13	2	12	5	7
Subjective analysis	4	24	1	5	1	6	2	12	8	12
No formal evaluation	13	76	16	84	12	75	13	76	54	78
Other	. .	. .	1	5	1	6	. .	. .	2	3

The data in table 36 reveal that more than one-half of the respondents in each school classification were convinced that their present evaluation procedures concerning student activities were adequate and effective. A substantial minority in each school classification, 39 percent of all respondents, were not satisfied with their present evaluation procedures. The researcher had the dissatisfied respondents in mind when he developed the questionnaire items which are reported in tables 37 and 38.

Table 37 contains information which credits the Oklahoma Secondary School Activities Association with providing some form of assistance in improving local student activity programs to almost one-half the schools represented in the sample. Sixty-five percent of the Class D respondents and 52 percent of all surveyed principals claimed to have received no assistance from the OSSAA in improving local student activity programs. Apparently, the OSSAA has had a closer relationship with the Class A,

TABLE 36

PERCENTAGE OF PRINCIPALS THAT BELIEVE THEIR PRESENT EVALUATION PROCEDURES ARE ADEQUATE AND EFFECTIVE (QUESTIONNAIRE ITEM 32)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	10	59	13	68	8	50	9	53	40	58
No	7	41	5	26	7	44	8	47	27	39
No answer	. .	. .	1	5	1	6	. .	. .	2	3

B, and C schools than with the Class D schools. One possible expanation for the somewhat more isolated outlook of the Class D respondents is indicated in the data reported in table 38.

Almost two-thirds of all respondents surveyed, as indicated in table 38, were in favor of the OSSAA providing local schools with self-evaluation guidelines and materials. Eighty-eight percent of the Class C respondents believed that such a contribution would be helpful to themselves and their activity programs. Class D respondents were the only survey group which had a majority responding in a negative manner to the item. It is interesting to contrast the data in table 36 with the data in table 38. Even though 58 percent of the respondents believed that their present evaluation procedures were adequate and effective, an even higher percentage of respondents, 64 percent, indicated that they would consider it helpful for the OSSAA to provide local schools with self-evaluation guidelines and materials.

TABLE 37

PERCENTAGE OF SCHOOLS WHICH THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION HAS PROVIDED ASSISTANCE IN THE IMPROVEMENT OF LOCAL STUDENT ACTIVITY PROGRAMS (QUESTIONNAIRE ITEM 33)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	8	47	11	58	7	44	6	35	32	46
No	8	47	8	42	9	56	11	65	36	52
No answer	1	6							1	1

TABLE 38

PERCENTAGE OF PRINCIPALS THAT WOULD CONSIDER IT HELPFUL FOR THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION TO PROVIDE LOCAL SCHOOLS WITH SELF-EVALUATION GUIDELINES AND MATERIALS (QUESTIONNAIRE ITEM 34)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Yes	11	65	11	58	14	88	8	47	44	64
No	5	29	7	37	2	13	9	53	23	33
No answer	1	6	1	5					2	3

Current Student Activity Programs

A normal expectation regarding student activities and school size is that the number of student activities increases as school size increases. The data in table 39 confirm that generalization. There were very few exceptions to the generalization; however, exceptions did exist. The exceptions included: boy's baseball (fall), boy's volleyball, girl's softball, and girl's volleyball. Five student activities were often found in succeedingly smaller school settings. These included: FFA, 4-H, class parties, Junior-Senior banquet, and class trips.

TABLE 39

PERCENTAGE OF OKLAHOMA HIGH SCHOOLS OFFERING SELECTED STUDENT ACTIVITIES (QUESTIONNAIRE PART IV)

	Class A	Class B	Class C	Class D
Athletics for boys				
Football	100	100	100	59
Basketball	100	100	100	100
Wrestling	100	89	31	12
Baseball (Fall)	. .	. .	13	47
Baseball (Spring)	100	84	81	82
Cross country	94	53	25	. .
Indoor track and field	41	16	25	. .
Outdoor track and field	100	100	38	59
Gymnastics	29	42	13	. .
Golf	100	100	56	. .
Tennis	94	95	13	6
Volleyball	41	58	69	47
Swimming	82	42	19	6
Athletics for girls				
Basketball	100	100	94	100
Softball	47	47	63	82
Tennis	94	95	19	6
Cross country	71	37	6	. .
Indoor track and field	35	16	13	. .

TABLE 39-Continued

	Class A	Class B	Class C	Class D
Outdoor track and field	100	100	88	47
Golf	65	79	38	. .
Badminton	18	26	31	6
Gymnastics	47	47	13	6
Volleyball	59	53	81	65
Swimming	82	47	19	6
Clubs (Honorary, social subject, service, and interest)				
FFA	59	68	75	76
4-H	24	37	69	88
DECA	94	63	44	18
National Honor Society	100	100	75	82
FHA	94	95	94	53
FTA	47	53	38	6
Key	76	47	19	. .
History	53	42	31	18
Youth and Government	59	21	25	24
Literary	53	21	6	18
Poetry	35	16	. .	6
Science	88	79	50	24
Latin	59	21	13	. .
French	94	74	38	. .
Spanish	94	95	69	12
Math	88	63	44	18
Debate	88	68	50	18
Thespians	94	68	25	6
Speech	76	68	50	18
Letterman	94	79	63	53
Chess	59	37	25	. .
Pep club	94	79	69	76
Afro-American	29	26	. .	. .
Art	76	63	25	12
Camera	29	26	6	. .
Fellowship of Christian Athletes	100	95	50	18
Other Religious clubs	29	37	6	6
Musical activities				
Marching band	100	100	100	47
Stage band	88	95	88	35

TABLE 39-Continued

	Class A	Class B	Class C	Class D
Musical activities continued				
Pep band	100	100	75	41
Orchestra	82	53	25	18
Mixed chorus	100	100	69	53
Boys' chorus	59	42	31	. .
Girls' chorus	65	53	63	35
Madrigal	12	21	13	. .
Publications				
Yearbook	100	100	100	100
Newspaper	100	89	94	71
Student hankbook	71	68	56	59
Literary Magazine	35	21	. .	6
Other activities				
Student council	100	100	94	76
Student store	53	47	19	6
Homeroom	82	53	31	59
Cheerleaders	100	100	100	94
Pep assemblies	94	100	100	100
Intramurals - Boys	82	63	31	29
Intramurals - Girls	88	63	44	29
School dances	82	84	38	53
Class parties	47	58	50	76
Awards assemblies and/or banquets	94	95	94	94
Junior-Senior prom.	88	89	88	76
Junior-Senior banquet	35	68	88	88
Class trips	18	47	56	82
Office-aids	100	95	88	53
Teacher-aids	100	89	88	59
Projectionists	88	68	19	29

Respondents reported several student activities which were not listed on the Principal's Questionnaire. Additions made by respondents included the following clubs: Pom Pom, Native American, Tri Hi-Y, Scuba, Motorcycle, Medical, Rocket, Ham Radio, Flying, German, Future Business Leaders of America, Keyetts, Echology, Rodeo, Hunting and Fishing, VICA, Beta, and Junior Civitan.

Some of the clubs which were dropped in the last three years included: Junior Red Cross, Pep Club, Hi-Y, Chess, Guitar, French Honor Society, Afro-American, Math, Literary, Science, Library, FTA, and Spanish Club.

Students activities which some schools planned to add in the near future included: Track and Field, Wrestling, Girl's Basketball, Girl's Softball, Girl's Volleyball, Stage Band, FCA, Key Club, Science Club, and Math Club.

Problems Associated with Student Activity Programs

General Information Concerning Respondents

The Principal-Teacher Opinionnaire was completed by 63 principals and 192 teachers. As indicated in table 40, 52 percent of the respondent principals did not sponsor any student activities. School size was a factor concerning whether or not the local principal was expected to sponsor student activities. Principals in the Class C and D schools tended to sponsor more student activities than did principals in the Class A and B schools. Class C principals were noticeably overloaded as 38 percent claimed sponsorship in four or more student activities.

Teachers have traditionally carried the load of sponsoring student activities. The data in table 41 disclose that only 12 percent of the respondent teachers did not sponsor any student activities. Forty-six

TABLE 40

NUMBER AND PERCENTAGE OF STUDENT ACTIVITIES SPONSORED
BY RESPONDENT PRINCIPALS
(PRINCIPAL-TEACHER OPINIONNAIRE ITEM 2)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
None	10	77	10	77	6	38	3	21	29	52
One			2	15	1	6	6	43	9	16
Two	1	8	1	8	3	19	3	21	8	14
Three							1	7	1	2
Four or more	2	15			6	38	1	7	9	16

TABLE 41

NUMBER AND PERCENTAGE OF STUDENT ACTIVITIES SPONSORED
BY RESPONDENT TEACHERS
(PRINCIPAL-TEACHER OPINIONNAIRE ITEM 2)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
None	9	20	4	9	5	11	5	10	23	12
One	20	43	21	47	21	46	25	48	87	46
Two	16	35	14	31	15	33	12	23	57	30
Three	1	2	4	9	1	2	6	12	12	6
Four or more			2	4	4	9	4	8	10	5

percent of the respondent teachers sponsored one activity, while 30 percent of the teachers sponsored two student activities. Only 11 percent of the respondent teachers reported sponsoring three or more student activities. Individual teachers in the Class A schools tended to sponsor fewer student activities than did the teachers in the Class B, C, and D schools.

TABLE 42

NUMBER AND PERCENTAGE OF STUDENT ACTIVITES IN WHICH RESPONDENT STUDENTS PARTICIPATED (STUDENT OPINIONNAIRE ITEM 1)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
None	9	18	5	10	5	10	9	18	28	14
One	13	27	7	14	6	12	8	16	34	17
Two	6	12	15	30	15	29	10	20	46	23
Three	9	18	8	16	11	22	9	18	37	19
Four	7	14	8	16	5	10	8	16	28	14
Five	4	8	4	8	3	6	3	6	14	7
Six			3	6	4	8	1	2	8	4
Seven					2	4	1	2	3	2
Eight	1	2							1	1

The Student Opinionnaire was completed by 199 students from the sample schools. As the data in table 42 reveal, only 14 percent of the respondent students failed to participate in at least one student activity. An equal percentage of respondent students participated in

five or more student activities. School size did not appear to be a determining factor in the participation level of the student respondents.

Table 43 provides information regarding the weekly amount of time that student respondents spent in active participation in school sponsored student activities. The student sample was divided almost equally among the five response categories. School size did not appear to be a determining factor in the amount of time spent in student activities.

TABLE 43

WEEKLY AMOUNT OF TIME SPENT BY STUDENT RESPONDENTS IN ACTIVE PARTICIPATION IN SCHOOL SPONSORED STUDENT ACTIVITIES (STUDENT OPINIONNAIRE ITEM 2)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
None	11	22	9	18	5	10	8	17	33	17
One or two hours	12	24	10	20	12	24	13	27	47	24
Three to five hours . .	6	12	9	18	12	24	13	27	40	20
Five to ten hours . . .	12	24	9	18	12	24	10	21	43	22
Over ten hours	8	16	12	24	10	20	4	8	34	17

The focus of the data which are reported in table 44 was nonparticipating student respondents. Respondents were requested to check no more than two of the choices listed on the Student Opinionnaire. Sixty-one percent of the respondents reported that they did not have time for student activities. The second most popular respondent selection, with 33 percent responding, was a related choice: too many personal activities outside the school. Twenty-four percent of the nonparticipating students

declared that they were not interested in activities. Low grades, the scheduling of activities outside the regular school day, and the expense of participation were not checked by any of the nonparticipating students; however, 27 percent of the Class A students did check the selection indicating that they did not feel wanted. That could be an inherent problem in large high schools where the chance for a student to become "lost" is proportionally greater than it is in small high schools.

TABLE 44

REASONS WHY NONPARTICIPATING STUDENT RESPONDENTS FAILED TO PARTICIPATE (STUDENT OPINIONNAIRE ITEM 3)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Do not have time	8	73	7	78	2	40	3	38	20	61
Too many personal activities outside of school	6	55	2	22	1	20	2	25	11	33
Am not interested in activities	2	18	3	33	2	40	1	13	8	24
Believe that I am not wanted	3	27	. .	. .	. .	. .	1	13	4	12
Grades are not high enough	1	9	. .	. .	. .	. . . .	. .	1	3	
Activities are too expensive	. .	. .	. .	. .	. .	. . . .	. . . .	. .	. .	
Activities are scheduled outside of the regular school day . .	. .	. .	. .	. .	. .	. . . .	. . . .	. .	. .	

General Information Concerning Instruments

The two opinionnaires developed for utilization in the study were incorporated to identify, analyze, and compare the opinions of principals, teachers, and students regarding problems associated with, and the quality of, student activity programs in the public senior high schools of Oklahoma. Respondents were requested to place a check beside opinionnaire items which represented a serious problem in their local school. They were instructed that if a statement represented only a minor problem in their school, they should not place a check under the "Problem" category.

The data obtained from the completed instruments was placed on key-punch cards to be processed and analyzed by the University of Oklahoma computer. Results of that analysis and a recapitulation of the responses to each opinionnaire item are included in tables 45 and 46. Individual problems have been grouped into general problem areas for discussion.

Table 45 includes the percentage of each respondent group that identified individual items as serious problems in local high schools. It also contains information showing the differences in percentages of the three respondent groups, and whether or not those differences are statistically significant as determined by two-tailed z-tests on proportions.

The item percentages disclosed for each respondent group in table 45 have been ranked in table 46. By adding the item ranks of each respondent group and dividing by three, a mean rank for each item was determined. The mean ranks of the items have been placed in order and reported in table 46.

Overview of Respondent Differences

Principals, teachers, and students each see their local high school from a unique vantage point. All three groups were included in the study in order to get a multidimensional view of reality regarding student activity problems. Differences in opinions were expected. Certainly differences in the opinions of the three respondent groups were realized in the final returns of the opinionnaires. Examples of these differences are described below.

Using a 30 percent figure as a standard for comparison, 23 problems were identified by at least 30 percent of the respondent students. That represented 64 percent of the statements listed on the Student Opinionnaire. At least 30 percent of the respondent teachers identified 16 problems or 44 percent of the statements listed, while at least 30 percent of the respondent principals identified 14 problems or 39 percent of the statements listed as serious problems in their local schools. At least 30 percent of the principals and teachers also identified as serious problems the three additional statements which were placed on the Principal-Teacher Opinionnaire. In short, student respondents identified more serious problems than did either the respondent principals or the respondent teachers.

In addition to identifying a higher number of problems, the opinions of student respondents differed significantly from those of teachers on 21 of the 36 statements, and from principals on 19 of the 36 statements. The opinions of principals and teachers were significantly different on just 10 of the 39 statements which they had the opportunity to identify as problems. The opinions of principals and teachers were more likely to be in agreement than were the opinions of students and either

principals or teachers.

The combined opinions of respondent teachers were found somewhere between those of respondent principals and students on 20 or the 36 possible problem statements. Respondent principals were in the middle ground on 12 of the statements, while the opinions of respondent students were found between those of the respondent principals and teachers in only four of the possible 36 problem statements. In brief, the combined opinions of student respondents were generally more extreme than were the combined opinions of the respondent principals or teachers.

Problems Related to Participation

Six items on the opinionnaires explored potential problems associated with student participation in school activities. Items 21, 22, 23, and 29 were in the top ten items ranked by mean scores of all respondent groups. The problem identified most often by each respondent group was that many students do not participate in any school activity. Transportation before and after school and scheduling problems were the second and third reasons why some students cannot participate in school activities. Students considered scheduling problems significantly more serious than did teachers. The cost of participation mentioned in item 27 was identified by a significantly larger percentage of students than either principals or teachers. Item 24, concerning lower participation of racial minorities, was checked by over one-fourth of all respondent groups.

The problem of over-participation in student activities as stated in item 22 was the second most often selected problem by teachers and the third favorite choice by principals. Students differed significantly from both groups as they rated over-participation as the twenty-fourth most serious problem related to student activities.

TABLE 45

NUMBER, PERCENTAGE, DIFFERENCES IN PERCENTAGES, AND "z" VALUES REGARDING PRINCIPALS, TEACHERS, AND STUDENTS WHICH INDICATED A PROBLEM RESPONSE TO THE OPINIONNAIRE ITEMS CONCERNING SERIOUS PROBLEMS IN THEIR LOCAL SENIOR HIGH SCHOOLS

Item Number[a]	Respondent Groups						"z" Values and Percentage Differences Between Groups					
	Principals		Teachers		Students		Principals-Teachers		Principals-Students		Teachers-Students	
	N	%	N	%	N	%	%	"z"	%	"z"	%	"z"
3	22	34.9	68	35.8	24	12.1	0.9	-0.12	22.9	-4.16 **	23.7	5.51 **
4	16	25.4	60	31.3	45	22.6	5.9	-0.88	2.8	-0.46	8.6	1.93
5	7	11.1	56	29.6	97	48.7	18.5	-2.94**	37.6	5.32 **	19.1	-3.85 **
6	14	22.2	31	16.1	28	14.2	6.1	1.10	8.0	-1.50	1.9	0.53
7	12	19.0	19	9.9	47	24.2	9.1	1.91	5.2	0.85	14.3	-3.72 **
8	12	19.0	29	15.1	67	33.7	3.9	0.74	14.6	2.20 *	18.6	-4.26 **
9	23	36.5	65	34.0	65	32.8	2.5	0.36	3.7	-0.59	1.2	0.25
10	4	6.3	21	11.0	64	32.2	4.6	-1.07	25.8	4.07 **	21.2	-5.06 **
11	19	30.2	56	29.3	59	29.6	0.8	0.13	0.5	-0.08	0.3	-0.07
12	14	22.6	28	14.8	8	4.0	7.8	1.42	18.6	-4.50 **	10.8	3.66 **

TABLE 45-Continued

Item Number[a]	Respondent Groups						"z" Values and Percentage Differences Between Groups					
	Principals		Teachers		Students		Principals-Teachers		Principals-Students		Teachers-Students	
	N	%	N	%	N	%	%	"z"	%	"z"	%	"z"
13	4	6.3	22	11.6	96	48.2	5.3	-1.20	41.9	5.97	36.6	-7.83 **
14	13	20.6	80	42.1	59	29.9	21.5	-3.06 **	9.3	1.44	12.2	2.49 *
15	2	3.2	27	14.2	35	17.7	11.0	-2.38 *	14.5	2.87 **	3.5	-0.93
16	2	3.2	36	19.0	50	25.8	15.9	-3.05 **	22.6	3.88 **	6.7	-1.58
17	19	30.2	35	18.4	43	21.9	11.7	1.97 *	8.2	-1.33	3.5	-0.86
18	21	33.3	54	28.3	51	26.2	5.1	0.76	7.2	-1.10	2.1	0.47
19	22	35.5	64	33.5	108	55.1	2.0	0.29	19.6	2.69 **	21.6	-4.27 **
20	4	6.3	16	8.3	41	21.2	2.0	-0.51	14.9	2.70 **	12.9	-3.57 **
21	42	68.9	143	76.5	158	80.6	7.6	-1.19	11.8	1.93	4.1	-0.99
22	29	47.5	95	50.8	55	28.4	3.3	-0.44	19.2	-2.78 **	22.5	4.48 **
23	28	46.7	84	44.9	107	54.6	1.7	0.24	7.9	1.08	9.7	-1.89
24	15	25.0	39	21.1	62	32.1	3.9	0.64	7.1	1.05	11.0	-2.43 *

TABLE 45-Continued

Item Number[a]	Respondent Groups						"z" Values and Percentage Differences Between Groups					
	Principals		Teachers		Students		Principals-Teachers		Principals-Students		Teachers-Students	
	N	%	N	%	N	%	%	"z"	%	"z"	%	"z"
25	12	20.0	31	16.8	44	22.7	3.2	0.57	2.7	0.44	5.9	-1.45
26	15	25.4	54	29.2	71	36.6	3.8	-0.56	11.2	1.59	7.4	-1.53
27	14	23.0	49	26.9	97	50.3	4.0	-0.61	27.3	3.75 **	23.3	-4.63 **
28	16	26.2	57	31.1	101	51.8	4.9	-0.73	25.6	3.50 **	20.6	-4.07 **
29	26	42.6	72	38.9	103	53.6	3.7	0.51	11.0	1.50	14.7	-2.87 **
30	12	20.0	62	33.5	77	39.3	13.5	-1.98 *	19.3	2.74 **	5.8	-1.17
31	15	24.6	74	39.8	107	54.9	15.2	-2.15 *	30.3	4.13 **	15.1	-2.95 **
32	4	6.6	50	27.5	72	37.5	20.9	-3.40 **	30.9	4.59 **	10.0	-2.07 *
33	28	45.9	57	30.5	35	17.9	15.4	2.20 *	28.0	-4.45 **	12.6	2.89 **
34	14	23.0	43	23.1	78	39.8	0.2	-0.03	16.8	2.40 *	16.7	-3.50 **
35	21	34.4	77	42.1	88	45.4	7.7	-1.06	10.9	1.51	3.3	-0.64
36	19	31.1	53	28.8	66	33.8	2.3	0.35	2.7	0.39	5.0	-1.06

TABLE 45-Continued

Item Number [a]	Respondent Groups						"z" Values and Percentage Differences Between Groups					
	Principals		Teachers		Students		Principals-Teachers		Principals-Students		Teachers-Students	
	N	%	N	%	N	%	%	"z"	%	"z"	%	"z"
37	31	50.9	56	30.8	82	42.3	20.1	2.83 **	8.6	-1.17	11.5	-2.31 *
38	11	18.0	36	19.7	66	33.8	1.6	-0.28	15.8	2.35 *	14.2	-3.10 **
39	37	60.7	105	57.7	. .	. .	3.0	0.41	. .	. .	. .	. .
40	26	42.6	58	31.7	. .	. .	10.9	1.56	. .	. .	. .	. .
41	18	30.0	58	32.0	. .	. .	2.0	-0.30	. .	. .	. .	. .

*z-test indicates a significant difference at or beyond the .05 level.

**z-test indicates a significant difference at or beyond the .01 level.

[a]Item number refers to the number used before each statement on the Principal-Teacher Opinionnaire.

TABLE 46

RANKING OF RESPONSES BY PRINCIPALS, TEACHERS, AND STUDENTS REGARDING PROBLEMS INDICATED AS SERIOUS IN LOCAL STUDENT ACTIVITY PROGRAMS

Item	Item Number[a]	Respondent Ranking of Items			Mean of Respondent Ranks	Item Rank
		Principals	Teachers	Students		
Many students do not participate in any school activity . . .	21	1	1	1	1.00	1
Many students cannot participate in school activities which meet before or after school because of transportation problems	23	4	3	4	3.67	2
Scheduling conflicts and difficult limit student participation in certain activities	29	6	7	5	6.00	3
A few students monopolize positions of leadership in student activities . . .	19	8	10.5	2	6.83	4
The student activity program suffers from a lack of facilities	35	10	4.5	10	8.17	5
The overall activity program needs a better system of evaluation	37	2	14	11	9.00	6

TABLE 46-Continued

Item	Item Number[a]	Respondent Ranking of Items			Mean of Respondent Ranks	Item Rank
		Principals	Teachers	Students		
The student council has failed to become an effective organization	31	19	6	3	9.33	7
Some students participate in too many school activities .	22	3	2	24	9.67	8
The selection of cheerleaders and "Queens" is a source of friction among students	28	15	13	6	11.33	9
There is a lack of faculty commitment to the student activity program	9	7	9	19	11.67	10
The overall activity program needs more supervision and better coordination . .	36	12	19	16.5	15.83	11
Assemblies are poorly planned and executed	30	25.5	10.5	13	16.33	12
Many racial minority students tend to be uninvolved in activities other than athletics	26	16.5	18	15	16.50	13.5

TABLE 46-Continued

Item	Item Number[a]	Respondent Ranking of Items			Mean of Respondent Ranks	Item Rank
		Principals	Teachers	Students		
Some students cannot participate in activities of their choice because of the personal expense involved	27	20.5	22	7	16.50	13.5
Competitive athletics are overemphasized	14	24	4.5	22	16.83	15
Students are excused too often from regular class to participate in activities	3	9	8	35	17.33	16.5
Students spend too much time and effort trying to raise money to fund certain student activities	33	5	15	32	17.33	16.5
Some sponsors demand too much of students' time	11	13.5	17	23	17.83	18
The lack of community support has hindered the development of a more comprehensive activity program . . .	5	30	16	8	18.00	18

TABLE 46-Continued

Item	Item Number[a]	Respondent Ranking of Items			Mean of Respondent Ranks	Item Rank
		Principals	Teachers	Students		
The system of awards in the school favors certain activities	34	20.5	23	12	18.50	20
Various community groups exert excessive pressure for the promotion of certain school activities such as: FFA, athletics, and/or band . . .	4	16.5	12	28	18.83	21
Too many activities are scheduled on a night followed by a school day	18	11	20	26	19.00	22
Students from racial minorities participate in student activities to a lesser degree than do white students . . .	24	18	24	21	21.00	23
Student publications are not true indicators of student opinion in the school . . .	32	31	21	14	22.00	24
It is difficult to control crowd behavior at interscholastic athletic events .	17	13.5	27	30	23.50	25.5

TABLE 46-Continued

Item	Item Number[a]	Respondent Ranking of Items			Mean of Respondent Ranks	Item Rank
		Principals	Teachers	Students		
Many activities do not accomplish anything worthwhile . .	38	29	25	16.5	23.50	25.5
The school does not sponsor enough activities	13	33	33	9	25.00	27
Some activities are dominated by sponsors	8	27.5	30	18	25.17	28
Many racial minority students tend to participate mainly in organized athletic activities	25	25.5	28	29	27.50	29
High turnover of teacher-sponsors tends to disturb the continuity of student activities	6	23	29	34	28.67	30
There is a lack of administrative support for the student activity program	10	33	34	20	29.00	31.5
Girls are denied an equal opportunity to adequate uniforms, publicity, and/or facilities	16	36	26	25	29.00	31.5

TABLE 46-Continued

Item	Item Number[a]	Respondent Ranking of Items			Mean of Respondent Ranks	Item Rank
		Principals	Teachers	Students		
The school sponsors too many activities	12	22	31	36	29.67	33
Students in some activities are exploited for the enhancement of sponsor's reputation	7	27.5	35	27	29.83	34
Girls are denied an equal opportunity to adequate coaching	15	35	32	33	33.33	35.5
Student activity offerings are not relevant to student interests and needs	20	33	36	31	33.33	35.5
Adequate remuneration is not provided for activity sponsors	39	2	2	. .	2.00	2*
Many teachers are inadequately prepared for sponsoring student activities	40	7.5	14	. .	10.25	9*

TABLE 46-Continued

Item	Item Number[a]	Respondent Ranking of Items			Mean of Respondent Ranks	Item Rank
		Principals	Teachers	Students		
Individual activities are excepted to be self-supporting	41	17	13	. .	15.00	11*

*Indicates items which were not on the Student Opinionnaire; consequently, the item rank in instance reflects the opinions of principals and teachers only.

[a]Item number refers to the number used before each statement on the Principal-Teacher Opinionnaire.

Problems Related to the Management and Administration of Student Activities

The management and administration of a student activities program has been a wide-ranging responsibility. Respondents had thirteen opportunities in the opinionnaires to identify serious problems in the management of their local programs. A lack of facilities was the most often mentioned problem in this area. Principals and students were significantly more concerned about the need for a better system of evaluation than were teachers. Possibly teachers were threatened by the implications of the item regarding evaluation. Approximately one-third of each respondent group contended that their activity programs needed more supervision and better coordination. Poorly planned and executed assembly programs were checked by a significantly larger percentage of teachers and students than principals.

Principals and teachers viewed item 3, regarding students being excused from too many regular classes to participate in student activities, as a significantly greater problem than did students. Apparently, students were not disturbed about having to miss some of their regular classes to participate in school activities. Responses to items 12 and 13 demonstrate the extent that students differ from principals and teachers regarding the amount of activities offered by their local schools. Students wanted more activities added to current programs, while principals and teachers were evidently content with current program offerings.

Items 17 and 18, relating to problems associated with crowd control and scheduling activities on a night before a school day, were problems which were selected by slightly more principals than either teachers or students. No doubt because of their supervisory role, a significantly

higher percentage of principals checked the crowd control problem than did teachers.

Responses to item 34 indicate that a significantly larger percentage of students were concerned about inequities in local awards systems than were either principals or teachers. Student responses also differed significantly from the other respondent groups on items 20 and 38. Students indicated on those items a greater concern about whether student activities were worthwhile and/or relevant to student interests and needs.

Problems Related to School and Community Support for Student Activities

Four items concerned the problem of support for local student activity programs. In response to items 5, 9, and 10 concerning adequate community, faculty, and administrative support for local activity programs, a substantial percentage of students indicated serious problems in each area. A similar percentage of principals and teachers agreed that a lack of faculty support was a problem; however, 94 percent of the principals and 89 percent of the teachers did not identify a lack of administrative support as a serious problem. Responses to item 5 reveal considerable disagreement as to the need for community support for the development of more comprehensive activity programs. Students were much more likely to place blame on the community than were principals or teachers. Only 11.1 percent of the principals, a significantly lower percentage than the other respondent groups, checked item 5. Obviously, principals were much more concerned about a lack of faculty commitment to local activity programs than they were about a lack of community support. In reference to item 4, approximately one-fourth

of the respondents felt that various community groups exerted excessive pressure for the promotion of certain student activities. Evidently, students were of the opinion that excessive community pressure was not as serious a problem as was community indifference.

Problems Related to the Financing of Student Activities

Items 33 and 41 were related to the financing of student activities. Responses to item 33 reveal that respondent position was a critical factor in determining how individuals responded regarding the time and effort expended by students trying to raise money to fund certain student activities. Principals and teachers were much more concerned about the problem than were student respondents. It is possible that by the time that they have reached high school, students have accepted magazine, candle, and other types of fund raising sales as just part of the total school program. Item 41 was not on the Student Opinionnaire; however, approximately one-third of the principals and teachers identified as a problem the expectation that individual activities were to be self-supporting.

Problems Related to Athletics

Five opinionnaire items were related to different aspects of local athletic programs. Items 25 and 26 were directed at problems associated with the participation of racial minorities. Approximately 30 percent of the respondent principals, teachers, and students were concerned that many racial minority students tend to be uninvolved in activities other than athletics. Slightly less respondents were concerned that racial minorities seemed to limit their participation to organized athletic activities. Respondents were in agreement that racial minorities

need to participate in a broader range of student activities for their own benefit.

Items 15 and 16, which were related to problems surrounding athletics for girls, were not often checked by any of the respondent groups. Apparently, girls in Oklahoma public senior high schools have not been denied an equal opportunity to adequate coaching, uniforms, publicity, and or facilities. It should be noted that the response of the principals was significantly lower than the other respondent groups on each item relating to problems associated with athletics for girls.

The complaint that competitive athletics are overemphasized was set forth in item 14. Teacher responses were significantly higher than were those of the respondent principals or students. High school coaches in Oklahoma face a sizeable selling job if they are to win over the support of local teachers.

Problems Related to Student Affairs

The student affairs category consisted of four items on the opinionnaires. Items 19, 28, and 31 were among the top ten items ranked by mean scores of all respondent groups. A significantly higher percentage of students identified item 19, which stated the problem of a few students being able to monopolize positions of leadership in student activities, than did either principals or teachers. A significantly higher percentage of students and teachers identified the failure of local student councils to become effective than did principals. A similar picture emerged from the data available on item 32 concerning the failure of student publications to be true indicators of student opinion in local schools. Although not checked by as many respondents as the problems related to the student council and student leadership, the

student publication problem was certainly of concern to student respondents. Responses to item 28 indicated that the selection of "Queens" and cheerleaders was a real source of friction to a large number of respondents. Again, a significantly higher percentage of students rated the selection problem more serious than did respondent principals or teachers.

Problems Related to Faculty Sponsors of Student Activities

Six opinionnaire items were related to faculty sponsors of student activities. Two items were not on the Student Opinionnaire. Item 39 was the second most identified problem by both teachers and principals. Fifty-one percent of the principals and 58 percent of the teachers indicated that adequate remuneration is not provided for activity sponsors. Forty-three percent of the principals and 32 percent of the teachers also marked item 40, which stated that many teachers are inadequately prepared for sponsoring student activities.

Items 7, 8, and 11 were related to possible specific sponsor abuses. Just under one-third of the respondents indicated, in reference to item 11, that some sponsors demanded too much of students' time. A significantly larger percentage of students than either principals or teachers indicated on item 8 that some activities were dominated by sponsors. Item 7, on the possible exploitation of students for the enhancement of sponsor's reputation, was not checked by a large percentage of respondents; however, a significantly larger percentage of students indicated that it was a problem than did teachers. High turnover of teacher-sponsors was not often checked by any of the respondent groups as a serious problem in their local schools.

Principals, Teachers, and Students Rate Their Local Student Activity Programs

Respondents were requested to rate the student activities program in their local high school. A five-level scale was provided which offered respondents the following rating choices: excellent, good, fair, unsatisfactory, and poor. Weights were assigned to each possible response so that a mean score for each respondent group could be determined. Multiple t-tests were performed on the mean scores in order to determine whether or not significant differences existed between the ratings given by each respondent group.

As the data in table 47 indicate, mean scores ranged from the 1.571 rating of Class A principals to the 2.771 rating of the Class D students. In each school category, principal mean ratings were greater than were teacher mean ratings. Likewise, teacher mean ratings were greater than were student mean ratings. Respondent ratings of student activity programs clustered around the "good" selection. Three mean scores were above the 2.0 level, while nine mean scores were between 2.0 and 3.0. In general, respondent ratings of local student activity programs were in the "good" range. Placed in terms of traditional grading scales, local student activity programs received grades ranging from A to C+ with a grade of B being typical.

As indicated in tables 48, 49, and 50, respondents from Class D schools consistently rated their local activity programs significantly lower than did the respondents from the other school classifications. Class D students rated their local student activity programs significantly lower than did students in all other classifications; Class D teachers rated local activity programs significantly lower than did Class A and B teachers; and, Class A principals rated their activity programs

TABLE 47

MEAN SCORES OF RESPONDENT RATINGS OF THEIR LOCAL STUDENT ACTIVITY PROGRAMS[a] (P-T OPINIONNAIRE ITEM 42, STUDENT OPINIONNAIRE ITEM 40)

	Class A	Class B	Class C	Class D
Principals	1.571	1.750	2.188	2.267
Teachers	1.977	2.095	2.250	2.560
Students	2.222	2.224	2.392	2.771

[a]Mean scores were determined by weighting the answers to the item as follows: Excellent - 1, Good - 2, Fair - 3, Unsatisfactory - 4, Poor - 5.

TABLE 48

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS IN THE FOUR SCHOOL CLASSES RATE THEIR LOCAL STUDENT ACTIVITY PROGRAMS

	Class A (n=14)	Class B (n=16)	Class C (n=16)	Class D (n=15)
Class B	-1.64			
Class C	-2.65 *	-1.39		
Class D	-3.38 *	-1.98	-0.33	. .

*Indicates significant differences between groups at or beyond the .05 level.

significantly higher than did the Class C and D principals.

The data in tables 51-54 indicate that Class A principals rated their local student activity programs significantly higher than did either Class A teachers or students. Class D principals

TABLE 49

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY TEACHERS IN THE FOUR SCHOOL CLASSES RATE THEIR LOCAL STUDENT ACTIVITY PROGRAMS

	Class A (n=44)	Class B (n=42)	Class C (n=48)	Class D (n=50)
Class B	-0.77			
Class C	-1.73	-0.95		
Class D	-3.68 *	-2.85 *	-1.86	. .

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 50

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY STUDENTS IN THE FOUR SCHOOL CLASSES RATE THEIR LOCAL SUPPORT ACTIVITY PROGRAMS

	Class A (n=45)	Class B (n=49)	Class C (n=51)	Class D (n=48)
Class B	-0.01			
Class C	-1.07	-0.97		
Class D	-3.08 *	-2.88 *	-2.08 *	. .

*Indicates significant differences between groups at or beyond the .05 level.

rated local activity programs significantly higher than did Class D students. There were no statistically significant differences in the ratings of local student activity programs by the three respondent groups in Class B and Class C schools.

TABLE 51

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS, TEACHERS, AND STUDENTS IN CLASS A SCHOOLS RATE THEIR LOCAL STUDENT ACTIVITY PROGRAMS

	Principals (n=14)	Teachers (n=44)	Students (n=45)
Teachers	-2.35 *		
Students	-3.71 *	-1.61	. .

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 52

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS, TEACHERS, AND STUDENTS IN CLASS B SCHOOLS RATE THEIR LOCAL STUDENT ACTIVITY PROGRAMS

	Principals (n=16)	Teachers (n=42)	Students (n=49)
Teachers	-1.31		
Students	-1.95	-0.76	. .

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 53

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS, TEACHERS, AND STUDENTS IN THE CLASS C SCHOOLS RATE THEIR LOCAL STUDENT ACTIVITY PROGRAMS

	Principals (n=16)	Teachers (n=48)	Students (n=51)
Teachers	-0.28		
Students	-0.93	-0.86	. .

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 54

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS, TEACHERS, AND STUDENTS IN THE CLASS D SCHOOLS RATE THEIR LOCAL STUDENT ACTIVITY PROGRAMS

	Principals (n=15)	Teachers (n=50)	Students (n=48)
Teachers	-1.51		
Students	-2.43 *	-1.15	. .

*Indicates significant differences between groups at or beyond the .05 level.

High School Principals Rate the Performance of the Oklahoma Secondary School Activities Association

Respondent principals were requested to rate the performance of the Oklahoma Secondary School Activities Association according to the four functions mentioned in the constitution of the organization: coordination, leadership, supervision, and regulation. In addition,

respondent principals were requested to supply an overall evaluation rating of the performance of the OSSAA.

As indicated in tables 55-59, respondent principals had varying opinions of the performance of the OSSAA. The data in tables 60-64 reveal that no statistically significant differences between the opinions of the principals of the four school categories was identified. Consequently, the overall evaluation figures in table 59 have been singled out as representative of the respondent principals regarding all functions of the OSSAA. Sixty-seven percent of the principals rated the overall performance of the OSSAA as either good or excellent. Twenty-nine percent of the respondents gave the OSSAA an overall evaluation of fair, while five percent of the respondent principals delegated either an unsatisfactory or poor rating to the OSSAA. It is important to note that 34 percent of the respondent principals gave the OSSAA less than a good rating. It would appear that the OSSAA needs to find appropriate ways to improve its image and/or performance to a considerable number of principals in the public senior high schools in Oklahoma.

TABLE 55

HIGH SCHOOL PRINCIPALS RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: COORDINATION (QUESTIONNAIRE ITEM 35)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Excellent	4	24	5	26	4	27	6	40	19	29
Good	7	41	10	53	5	33	6	40	28	42
Fair	5	29	4	21	5	33	2	13	16	24
Unsatisfactory					1	7			1	2
Poor	1	6					1	7	2	3

TABLE 56

HIGH SCHOOL PRINCIPALS RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: LEADERSHIP (QUESTIONNAIRE ITEM 35)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Excellent	2	12	3	16	5	33	5	33	15	23
Good	7	41	10	53	3	20	6	40	26	39
Fair	7	41	5	26	5	33	2	13	19	29
Unsatisfactory			1	5	2	13	2	13	5	8
Poor	1	6							1	2

TABLE 57

HIGH SCHOOL PRINCIPALS RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: SUPERVISION (QUESTIONNAIRE ITEM 35)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Excellent	5	29	3	16	5	33	5	33	18	27
Good	5	29	10	53	2	13	6	40	23	35
Fair	5	29	6	32	7	47	4	27	22	33
Unsatisfactory	1	6			1	7			2	3
Poor	1	6							1	2

TABLE 58

HIGH SCHOOL PRINCIPALS RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: REGULATION (QUESTIONNAIRE ITEM 35)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Excellent	6	35	3	16	4	27	4	27	17	26
Good	5	29	10	53	5	33	5	33	25	38
Fair	5	29	6	32	3	20	5	33	19	29
Unsatisfactory					2	13	1	7	3	5
Poor	1	6			1	7			2	3

TABLE 59

HIGH SCHOOL PRINCIPALS RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: OVERALL EVALUATION (QUESTIONNAIRE ITEM 35)

	Class A		Class B		Class C		Class D		Total	
	n	%	n	%	n	%	n	%	N	%
Excellent	3	18	3	16	4	27	5	33	15	23
Good	7	41	12	63	4	27	6	40	29	44
Fair	6	35	4	21	6	40	3	20	19	29
Unsatisfactory					1	7	1	7	2	3
Poor	1	6							1	2

TABLE 60

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS IN THE FOUR SCHOOL CLASSES RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: COORDINATION

	Class A (n=17)	Class B (n=19)	Class C (n=15)	Class D (n=15)
Class B	-0.97			
Class C	-0.10	0.87		
Class D	-0.80	-0.04	-0.71	

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 61

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS IN THE FOUR SCHOOL CLASSES RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: LEADERSHIP

	Class A (n=17)	Class B (n=19)	Class C (n=15)	Class D (n=15)
Class B	-0.89			
Class C	-0.56	0.17		
Class D	-1.15	-0.45	-0.51	. .

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 62

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS IN THE FOUR SCHOOL CLASSES RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: SUPERVISION

	Class A (n=17)	Class B (n=19)	Class C (n=15)	Class D (n=15)
Class B	-0.42			
Class C	-0.07	0.35		
Class D	-1.03	-0.86	-0.99	. .

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 63

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS IN THE FOUR SCHOOL CLASSES RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: REGULATION

	Class A (n=17)	Class B (n=19)	Class C (n=15)	Class D (n=15)
Class B	0.13			
Class C	0.67	0.68		
Class D	0.23	0.15	-0.50	. .

*Indicates significant differences between groups at or beyond the .05 level.

TABLE 64

"t" VALUES OF THE DIFFERENCES OF MEANS AMONG THE WAY PRINCIPALS IN THE FOUR SCHOOL CLASSES RATE THE PERFORMANCE OF THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION: OVERALL EVALUATION

	Class A (n=17)	Class B (n=19)	Class C (n=15)	Class D (n=15)
Class B	-1.07			
Class C	-0.25	0.75		
Class D	-1.04	-0.19	-0.77	. .

*Indicates significant differences between groups at or beyond the .05 level.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to discover the current status and major characteristics of student activity programs in the public senior high schools of Oklahoma. It was also intended to analyze and compare the opinions of principals, teachers, and students regarding the quality of, and problems associated with, local student activity programs, and to discover the opinions of principals concerning the services provided by the Oklahoma Secondary School Activities Association.

A review of the literature revealed few surprising research discoveries. Many historic problems have persisted through the years; however, changes have been constantly developing in the field of student activities. Many "good" practices have been identified by writers. Most of these practices could be incorporated into existing activity programs with relative ease.

The survey technique was utilized to obtain data deemed pertinent to the study. Separated into four categories by school population, 80 of the 479 public senior high schools in Oklahoma were randomly selected to participate in the study.

Three instruments were developed for use in the study: (1) Principal's Questionnaire, (2) Principal-Teacher Opinionnaire, and (3) Student Opinionnaire. The questionnaire, to be completed by principals, was intended to gather data regarding student activities in the public senior high schools of Oklahoma. The opinionnaires, to be completed by the local principal and three randomly selected teachers and students,

were developed to identify serious problems in local activity programs and to provide respondents an opportunity to rate their local activity programs.

The first mailing of instruments occurred on March 7, 1977. After a follow-up mailing and telephone calls, the final packet was received by the researcher on May 1, 1977.

Sixty-nine principals 192 teachers, and 199 students representing 7 high schools participated in the study. Ninety-three percent of the sample schools cooperated in the study, and 82 percent of the instruments were completed and returned to the researcher.

After being separated according to school category and respondent group, responses to the instruments were tabulated and reported in Chater IV of the study. Most of the information obtained was reported in percentages; however, t-scores and z-scores were utilized to determine if significant differences existed among groups on certain items in each of the instruments.

A summary of the findings in the study is presented below:

1. Principals indicated that 75 percent of their local teachers sponsored at least one student activity; however, 88 percent of the respondent teachers indicated that they sponsored at least one activity. A majority of the Class A and B principals did not sponsor any activities, while a majority of the Class C and D principals sponsored at least one activity.

2. Seventy-four percent of the schools had six fifty-five minute class periods per day.

3. The student activities program was typically directed by the local principal in Class C and D schools. The local principal and/or some other designated person(s) directed student activity programs in the Class A and B schools.

4. Nineteen percent of the schools had a designated activity director; however, 39 percent of the principals without an activity director indicated the need for one.

5. Sixty-seven percent of the schools did not provide any released time for the director of student activities. Class A and B schools provided more released time than did the Class C and D schools.

6. The Class A and B schools were likely to utilize a wide range of times for the scheduling of student activities.

7. Fourteen percent of the schools employed an activity period.

8. A majority of the Class A and B schools utilized written objectives for student activities; a majority of the Class C and D schools did not use written objectives.

9. Nineteen percent of the schools utilized an advisor's handbook for each student activity.

10. The sponsoring of student activities was in addition to the regular teaching load in a majority of the Class A, B, and C schools; it was part of the regular teaching load in 76 percent of the Class D schools.

11. Ninety-nine percent of the schools assigned at least one school employee to each student activity.

12. Nine percent of the schools provided extra pay for all student activity sponsors. Class C and D schools provided extra pay for activity sponsors to a lesser degree than did Class A and B schools.

13. Substantial majorities of the Class A, B, and C schools granted credit toward graduation for competitive athletics, band and/or orchestra, yearbook, newspaper, and chorus.

14. A majority of the schools kept financial records for each activity, an activity calendar, a comprehensive list of sponsors, and a membership roll for each activity; however, only 42 percent of the schools have made a notation of participation on the permanent records of the students.

15. The local board of education was the primary agency that determines school policies regarding the financing of student activities in the Class A, B, and C schools.

16. The two main sources of financing organized athletics were admissions charged and school district funds.

17. Fund raising projects were a primary source of financing student activities other than athletics in 86 percent of the schools.

18. Eighty percent of the schools did not set specific limits upon the number of times a student may miss regular classes for participation in student activities.

19. Fewer Class D schools passed the costs of participation in student activities along to individual students than did Class A, B, and C schools.

20. Sixty-one percent of the principals indicated that current facilities were not adequate for their local student activity programs; however, 50 percent of the Class D principals indicated that current facilities were adequate. Gymnasiums, swimming pools, auditoriums, and music areas were the most often indicated needs of the schools.

21. Twelve percent of the schools have made no formal effort to encourage student participation; over 70 percent of the schools utilized either awards or publicizing student activities within the school to encourage participation.

22. Seventy-four percent of the schools used scholastic requirements in regulating student participation. Thirty-five percent of the Class A and 42 percent of the Class B schools did not regulate student participation in any way.

23. Twenty-nine percent of the principals indicated that the cost of participation in some activities limited the involvement of students in activity programs. Cheerleading, pep club, and pom pom were mentioned as activities which place a significant financial burden on members.

24. Minority students (other than white) participated to a lesser degree in student activities in 71 percent of the Class A, 37 percent of the Class B, 50 percent of the Class C, and 18 percent of the Class D schools. The phenomenon was reported in student councils, cheerleading squads, and music activities by over one-third of the principals.

25. Forty-eight percent of the schools have undergone evaluations of their activity programs in the past three years.

26. The local principal participated in the evaluation of student activity programs in 48 percent of the schools; the principal and activity sponsors participated in 52 percent of the schools.

27. There was no formal evaluation of activity sponsors in 78 percent of the schools.

28. Fifty-eight percent of the principals believed that their present evaluation procedures were adequate and effective; however, 64 percent of the principals indicated that they would consider it helpful for the OSSAA to provide local schools with self-evaluation guidelines and materials.

29. The OSSAA has provided assistance in the improvement of local activity programs to 46 percent of the schools.

30. With few exceptions, the number of activities offered by individual schools increased as school size increased.

31. Fourteen percent of the student respondents failed to participate in any student activity.

32. Student respondents were almost equally divided among the five response categories, between zero and over ten hours per week, regarding their weekly amount of time spent in active participation in school sponsored student activities.

33. Sixty-one percent of the nonparticipating student respondents indicated that they did not have time for student activities; 33 percent of the nonparticipants indicated that they had too many personal activities outside of school.

34. Students (23) identified more serious problems associated with local student activity programs than did either principals (14) or teachers (16).

35. The opinions of principals and teachers, concerning possible problems associated with local student activity programs, differed significantly on 10 of the 30 statements; student opinions differed significantly from principals on 19 of the 36 statements, and from teachers on 21 of the 36 statements.

36. The opinions of student respondents were generally more extreme than were the opinions of respondent principals and teachers.

37. The ten problem statements which were checked most frequently by principals, teachers, and students concerned the following: (1) nonparticipation, (2) transportation before and after school, (3) scheduling problems and conflicts, (4) leadership positions monopolized by a few students, (5) lack of facilities, (6) need for a better system of evaluation, (7) failure of the student council to become an effective organization, (8) over-participation, (9) selection of "Queens" and cheerleaders, and (10) lack of faculty commitment.

38. In general, respondent ratings of local student activity programs were in the "good" range.

39. Class D students rated their local student activity programs significantly lower than did the students in all other school categories, and significantly lower than did the Class D principals.

40. Class D teachers rated their local student activity programs significantly lower than did the Class A and B teachers.

41. Class C and D principals rated their local activity programs significantly lower than did the Class A principals. Class A principals rated their local activity programs significantly higher than did Class A teachers and students.

42. No statistically significant differences among the principals of the four school categories concerning the performance of the OSSAA were identified. Sixty-seven percent of the principals gave the OSSAA an overall performance rating of excellent (23 percent) or good (44 percent). Thirty-four percent of the principals gave the OSSAA an overall rating of fair (29 percent), unsatisfactory (3 percent), or poor (2 percent).

Conclusions

The information obtained in the study was utilized to develop the following conclusions regarding student activity programs in the public senior high schools of Oklahoma:

1. Class A and B schools tend to incorporate more recommended practices into student activity programs than do the Class C and D schools.

2. Many activity sponsors fail to receive adequate preparation, remuneration, and evaluation procedures for their efforts in local student activity programs.

3. Students, Class D students in particular, tend to be less pleased with current activity programs than are principals and teachers. Many students are concerned about student activity problems regarding nonparticipation, a monopoly of student leadership positions, student council failures, transportation before and after school, scheduling conflicts, selection of "Queens" and cheerleaders, and the personal expense involved in participation.

4. Principals tend to rate their local activity programs higher than do students. Overloaded with a myriad of responsibilities, many principals have not incorporated recommended practices regarding student activities into their local programs.

5. The performance of the Oklahoma Secondary School Activities Association has been evaluated by principals in a generally positive

manner; however, the OSSAA needs to expand the present scope of services provided for the public senior high schools of Oklahoma.

Recommendations

The primary reason for including a section of recommendations is to answer the following question: What steps need to be taken at the state and/or local levels to improve the student activity programs in the public senior high schools of Oklahoma? Twenty characteristics of good student activity programs were presented in Chapter II of the study. The general recommendation that has emerged from the study is that the public senior high schools of Oklahoma should make every effort to incorporate those good characteristics into their local activity programs at the earliest possible date. Numerous specific recommendations are included in the discussion that follows. Related good characteristics are grouped so that specific recommendations can be developed in a logical sequence. As the data have indicated small schools generally. have more room for improvement in their local activity programs than do the larger schools; however, the recommendations outlined in the following discussion are offered for the improvement of student activity programs in all of the public senior high schools of Oklahoma.

1. Adequate facilities, equipment, supervision, and time are provided.

School boards should make every effort to provide adequate facilities for student use. Many of the facilities that are needed could also be utilized by local communities for various year-round activities.

2. Individual activities are adequately financed and they are of little or no expense to participants.

School boards need to limit student fund raising activities. Local school boards should become more familiar with the financial needs of

individual activities and be willing to provide a greater share of their financing. Individual students should never be excluded from any activity because they lack financial resources. Local school boards and administrators should adopt policies which preclude such a possibility from occurring.

3. Club memberships are open throughout the entire school year.
4. Students are not excluded from activities because of social, economic, or other factors.
5. Participation is spread throughout the whole student body.
6. Academic restrictions are minimized except in certain special circumstances.

School boards should place as few restrictions as possible on student participation. As mentioned in number two above, student expenses should be significantly reduced and/or eliminated. Methods should be developed in schools of identifying, counseling, and encouraging invisible or "lost" students who do not participate in any school activities. The increased and broadened involvement of minority students should be a special area of concern for local school administrators. One area of increased regulation of participation is recommended: school boards should place reasonable limits on the number of regular classes that students may miss to participate in activities.

7. As many activities as possible are scheduled throughout the school day.
8. Student transporation problems are recognized and transportation is provided as often as possible.

Activities can and should be scheduled before, during, and after the regular school day. Local school boards should seriously consider possible additions to their regular bus routes in order to accommodate expanded student activity programs.

9. The activity program is integrated into the total curriculum of the school with equal status.
10. Permanent records are kept regarding specific activities and student achievement.

11. Concrete goals and objectives of organizations are formalized.
12. Balance is maintained between and among activities.

Student activities should be accepted on equal terms with other areas of the curriculum. Academic courses and student activities should have similar requirements. Specifically, records should be kept and recorded on the permanent records of participating students, written objectives should be developed, and if appropriate, advisor handbooks should be completed for individual activities. One obvious method of creating balance between different aspects of local activity programs is to carefully control the manner and amount of publicity and official recognition each receives in school announcements, awards, and publications.

13. Qualified, enthusiastic sponsors who guide activities rather than dominating them are provided.
14. Students are not exploited.
15. Student leadership is encouraged and developed.

Activity sponsors are key elements in the possible success of any activity program. Activity sponsors should keep the welfare of their students in mind at all times. They should make special efforts to improve themselves as sponsors just as they would to improve their classroom capabilities. The development of student leadership is one of the top priorities of all activity sponsors. Sponsors should be certain that leadership positions are spread among as many students as possible. The time and effort of students and sponsors should not be exploited by local schools. Local school boards should accept the responsibility of providing adequate remuneration for local teachers who sponsor student activities.

16. Activities have the full support of the school administration and faculty.
17. Community support is encouraged.

Certainly no student activity program could be completely successful without the support of administrators and faculty members. Community support could be easily elicited if local programs are adequately publicized. Faculty support may rely on the ability of teachers to be able to accept activities as a meaningful and significant segment of the total school curriculum, and teacher-sponsors being able to feel that they are adequately remunerated for their efforts in local activity programs. The support of administrators, specifically high school principals, could be enhanced if the burden of directing local activity programs could be lifted from their already overloaded shoulders. One or more individuals should be identified in local schools to serve as activities director(s). Appropriate release time should be granted that individual so that he or she can function effectively.

18. As student interests change, the slate of student activities changes.
19. Current activities reflect current student interests and needs.
20. Evaluation is continuous.

The evaluation of local activity programs has been identified as the key ingredient to the improvement of local student activity programs. Principals, teachers, and students should participate in local evaluation efforts. Student interest surveys should be utilized to determine possible shifts in student interests and needs. If necessary, current programs should be adjusted to better meet student needs. Problem areas should be identified, and appropriate actions should be taken to alleviate as many problems as possible.

The Oklahoma Secondary School Activities Association should provide self-evaluation guidelines and materials to any and all schools which indicate a need for evaluation assistance. It is the obvious agency to provide evaluation assistance to local schools. The willingness of the

OSSAA to provide leadership in the area of evaluation should be a prime indicator of its commitment to the stated aims of the organization. Specifically, Article II, Section 2(g) states that the aims of the association include:

> The provision of leadership resulting in careful evaluation of the entire activity program in individual secondary schools.[1]

Hopefully, the OSSAA will be willing to accept the challenge indicated by a significant percentage of the principals representing the public senior high schools of Oklahoma.

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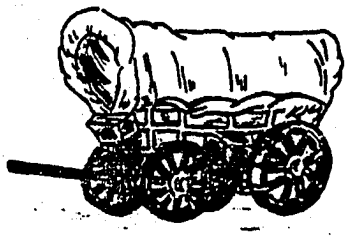
[1]Oklahoma Secondary School Activities Association, 1976-1977 Yearbook, p. 5.

APPENDIX A

COVER LETTERS



C. E. Donart High School

Stillwater Pioneers

1224 NORTH HUSBAND STILLWATER, OKLAHOMA 74074 372-0537

March 7, 1977

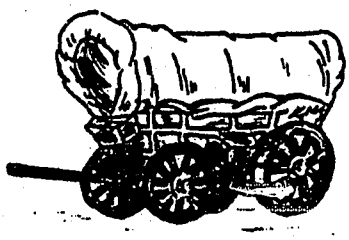
Dear Administrator:

As a part of my doctoral program at the University of Oklahoma, I am undertaking a study of student activities in the public senior high schools of Oklahoma. The purpose of the study is to identify, analyze, and evaluate current practices, procedures, and problems associated with student activities in Oklahoma. Your school is one of eighty across the state selected randomly to participate in the study. The instruments utilized in the study were developed after a review of the literature and with the help of my committee chairman, Dr. Robert Bibens. A set of instruments and appropriate instructions are enclosed along with a stamped return envelope.

This study is being undertaken with the full endorsement of the President of the OEA Secondary School Principals organization, Gene Rochelle, and the Chairman of the Committee on Contests and Activities of the Oklahoma Association of Secondary School Principals, Dr. Harold Crain. It is hoped that this study can contribute to the improvement of high school student activity programs in the state of Oklahoma. As a teacher and coach at C. E. Donart High School in Stillwater, I am aware that your participation in this study represents a sacrifice of some of your time in your busy everyday activities; however, your punctual response is the key to the possibility of eventually developing meaningful conclusions and recommendations related to the improvement of student activities in Oklahoma.

Sincerely,

Bill Defee
2801 N. Crescent
Stillwater, OK 74074



C. E. Donart High School

Stillwater Pioneers

1224 NORTH HUSBAND STILLWATER, OKLAHOMA 74074 372-0537

March 21, 1977

Dear Administrator:

This is a note of thanks for your cooperation in my study of student activities in Oklahoma. Due to a clerical error, you did not receive all of the instruments that were intended for your eyes. I am inclosing a Principal-Teacher Opinionnaire to be filled-out by the principal of your school. Please return it as soon as possible. Thanks again.

Sincerely,

Bill Defee
2801 W. Crescent
Stillwater, OK 74074

APPENDIX B

INSTRUCTIONS FOR THE COMPLETION OF INSTRUMENTS

INSTRUCTIONS
FOR THE COMPLETION OF THE ENCLOSED INSTRUMENTS

I. Principal's Questionnaire (white):
Information should come from the high school principal.

II. Principal-Teacher Opinionnaire (Green):
A. One instrument should be completed by the high school principal.
B. Three instruments should be completed by randomly selected high school teachers.
1. Please select the first, fourth, and sixth teachers on your alphabetical listing of teaching personnel.
2. The sex, race, age, number of activities sponsored, and other qualifications should make absolutely no difference in the selection of these teachers.
3. If one of the appropriate teachers is not available for some reason, please have the next teacher on your alphabetical listing complete the instrument.

III. Student Opinionnaire (Yellow):
A. Three instruments should be completed by randomly selected high school seniors.
B. Please select the second, fifth, and ninth senior students on your alphabetical listing of seniors for 1977. Sections 2 and 3 above also apply to the selection of students.
C. Make sure that each senior has been in your school for at least two years.

IV. Reminder:
When you return these instruments, you should have one completed questionnaire and seven completed opinionnaires.

APPENDIX C

PRINCIPAL'S QUESTIONNAIRE

PLEASE NOTE:

Some pages have small
and indistinct print.
Best copies available.
Filmed as received.

UNIVERSITY MICROFILMS

PRINCIPAL'S QUESTIONNAIRE

A Study of the Student Activity Programs in the Public Senior High Schools of Oklahoma

Part I. GENERAL INFORMATION

1. Name of person responding:_____

2. Position of person responding:_____

3. Number of teachers (grades 9-12) in your school:_____

4. Number of teachers (grades 9-12) not currently sponsoring at least one student activity:_____

5. Number and length of periods in the school day:
   Number_____ Length_____minutes
   If modular schedule indicate with a check_____

Directions for the remainder of the questionnaire: Please select one answer, unless otherwise directed, which you believe is most appropriate for your school. Indicate your response by placing a check (✓) on the line preceding the answer.

Part II. ADMINISTRATION AND ORGANIZATION

6. Who is responsible for the direction of the student activities program in your school?
   (1)_____Principal
   (2)_____Assistant Principal
   (3)_____Activities Director
   (4)_____Athletic Director
   (5)_____Faculty Committee
   (6)_____Superintendent
   (7)_____Other (specify)_____

7. If your school does not have an Activities Director, do you think your school needs an Activities Director?
   (1)_____Yes (2)_____No Comment_____

8. When are your student activities scheduled? (check all that apply)
   (1)_____Before school
   (2)_____Activity period
   (3)_____Homeroom period
   (4)_____Last period
   (5)_____After school
   (6)_____Evening
   (7)_____No regularly scheduled period
   (8)_____Other (specify)_____

9. Check the number of hours of released time per day provided for the person who directs the student activities program at your school.
   (1)_____No released time
   (2)_____One hour
   (3)_____Two hours
   (4)_____Three hours
   (5)_____Four or more hours

10. Is there an activity period (other than for athletics) regularly scheduled as a part of school time?
(1)____Yes (2)____No
If Yes give: (a) Length of period in minutes_____
(b) Number of periods per week_____
(c) Comment, if needed_____
_____

11. Do you have written objectives for each of the student activities in your school? (1)____Yes (2)____No Comment_____
_____

12. Do you have an advisor's handbook for each student activity?
(1)____Yes (2)____No Comment_____
_____

13. The sponsoring of student activities is considered to be: (check all which apply)
(1)____part of the regular teaching load.
(2)____in addition to the regular teaching load.
(3)____a condition of employment.
(4)____voluntary.
(5)____Other (specify)_____

14. Is there at least one school employee assigned to each student activity?
(1)____Yes (2)____No If No, please explain_____
_____

15. For which of the following activities are sponsors paid over and above their regular teaching salary? (check all which apply)
(1)____All student activities
(2)____No activities reimbursed
(3)____Competitive athletics
(4)____Band and/or orchestra
(5)____Student council
(6)____Yearbook
(7)____Newspaper
(8)____Dramatics(Play production)
(9)____Senior class, Jr. class, etc.
(10)____Chorus
(11)____Other (specify)_____
_____
_____

16. Does your school grant credit toward graduation for any of the following activities?
(1)____Competitive athletics
(2)____Band and/or orchestra
(3)____Student council
(4)____Yearbook
(5)____Newspaper
(6)____Dramatics(Play production)
(7)____Chorus
(8)____Other (specify)_____
_____
_____

17. What activity records are kept by school officials? (check all which apply)
(1)____Comprehensive list of sponsors
(2)____Financial records for each activity
(3)____Membership roll for each activity
(4)____Activity calendar
(5)____Notation of participation on student's permanent record
(6)____Other (specify)_____

18. How are school policies regarding the financing of student activities determined?
(1)_____Board of Education
(2)_____Principal
(3)_____Principal and sponsor
(4)_____By each activity group individually
(5)_____No such policy exists
(6)_____Other (specify)_____

19. How is your program of organized athletics financed? (check two main sources)
(1)_____Student activity fees
(2)_____Board of Education (school district funds)
(3)_____Admissions charged
(4)_____Fund raising projects by students
(5)_____Booster club or clubs
(6)_____Other (specify)_____

20. How are student activities (other than athletics) financed in your school? (check two main sources)
(1)_____Student activity fees
(2)_____Board of Education (school district funds)
(3)_____Admissions charged
(4)_____Fund raising projects by students
(5)_____Other (specify)_____

21. Does your school have a policy which sets specific limits upon the number of times that a student may miss regular classes for participation in school activities?
(1)_____Yes (2)_____No If Yes, please specify_____

22. Please check the following types of activities for which there is a direct cost to the participating students.

(1)_____	Competitive athletics	(10)_____	Honorary clubs
(2)_____	Student council	(11)_____	Special interest clubs
(3)_____	Intermurals	(12)_____	Subject centered clubs
(4)_____	Pep club	(13)_____	School dances
(5)_____	Music activities	(14)_____	Religious clubs
(6)_____	Student publications	(15)_____	Other (specify)_____
(7)_____	Honor society		
(8)_____	Assembly programs		
(9)_____	Play productions		

23. What facilities do you have available for your student activities program? (check all which apply)
(1)_____Football stadium
(2)_____Outside playing and practice fields
(3)_____Gymnasium
(4)_____Music areas
(5)_____Auditorium
(6)_____Cafeteria
(7)_____Swimming pool
(8)_____Combination of one or more of the above items
(9)_____Other (specify)_____

24. Are all of the facilities available at your school adequate for your present student activities program?
(1)_____Yes (2)_____No If No, check which facilities are either inadequate or unavailable.
(1)_____Football stadium
(2)_____Outside playing and practice fields
(3)_____Gymnasium
(4)_____Music areas
(5)_____Auditorium
(6)_____Cafeteria
(7)_____Swimming pool
(8)_____Combination of one or more of the above listed items
(9)_____Other (specify)_____

Part III. PARTICIPATION AND EVALUATION

25. How is student participation encouraged in your school? (check all that apply)
(1)_____Awards
(2)_____Students are required to join at least one activity
(3)_____Activities are publicized within the school
(4)_____Individual counseling
(5)_____No formal effort made
(6)_____Other specify)_____

26. How is student participation regulated in your school? (check all that apply)
(1)_____Scholastic requirements
(2)_____Point system
(3)_____Scheduling conflicts
(4)_____Student behavior problems
(5)_____Marital status
(6)_____Individual counseling
(7)_____Not regulated
(8)_____Other (specify)_____

27. Does the cost of participation in some activities limit the involvement of students in your activity program?
(1)_____Yes (2)_____No If Yes, which activities may place significant financial burdens on members?
_____
_____

28. What is the percentage of minority students (other than white) in your school?
(1)_____0-10% (4)_____31-40%
(2)_____11-20% (5)_____41-50%
(3)_____21-30% (6)_____Over 50%

29. Do minority students participate in student activities to a lesser degree than do white students in your school?
(1)_____Yes (2)_____No (3)_____It depends on the activity
(4)_____Do not know
If your answer is other than No, indicate the following activities where minority participation is proportionately less than that of white students. (check all which apply)
(1)_____Competitive athletics
(2)_____Student council
(3)_____Cheerleading squad
(4)_____Music activities
(5)_____Other student activities
Comment, if needed_____
_____

30. Has the student activity program of your school been evaluated during the past three years?
(1)_____Yes (2)_____No If Yes, indicate who took part in the evaluation. (check all that apply)
(1)_____Principal
(2)_____Principal and activity sponsor
(3)_____Each activity group individually
(4)_____Faculty committee
(5)_____Students
(6)_____Other (specify)_____
_____

31. How are activity sponsors evaluated?
(1)_____Standard, objective form
(2)_____Subjective analysis
(3)_____No formal evaluation
(4)_____Other (specify)_____
_____

32. Do you believe that the present evaluation procedures concerning student activities in your school are adequate and effective?
(1)_____Yes (2)_____No Comment, if needed_____
_____
_____
_____

Part IV. LOCAL STUDENT ACTIVITY PROGRAMS

Directions: This section of the questionnaire is concerned with compiling information on which activities are offered in Oklahoma public senior high schools. To indicate the available student activities in your school, place a check (✓) in either the YES or NO column beside each listed activity. Additional space is provided at the end of this section for listing any student activities in your school that are not included in the following list.

	YES	NO
A. Athletics--Boys		
1. Football	—	—
2. Basketball	—	—
3. Wrestling	—	—
4. Baseball (Spring)	—	—
5. Baseball (Fall)	—	—
6. Cross Country	—	—
7. Indoor Track & Field	—	—
8. Outdoor Track & Field	—	—
9. Gymnastics	—	—
10. Golf	—	—
11. Tennis	—	—
12. Volleyball	—	—
13. Swimming	—	—
B. Athletics--Girls		
14. Basketball	—	—
15. Softball	—	—
16. Tennis	—	—
17. Cross Country	—	—
18. Indoor Track & Field	—	—
19. Outdoor Track & Field	—	—
20. Golf	—	—
21. Badminton	—	—
22. Gymnastics	—	—
23. Volleyball	—	—
24. Swimming	—	—
C. Clubs--Honorary, Service, Subject, Interest, Social		
25. FFA	—	—
26. 4H	—	—
27. DECA	—	—
28. Natl. Honor Society	—	—
29. FHA	—	—
30. PTA	—	—
31. Key	—	—
32. History	—	—
33. Youth and Government	—	—
34. Literary	—	—
35. Poetry	—	—
36. Science	—	—
37. Latin	—	—
38. French	—	—
39. Spanish	—	—
40. Math	—	—
41. Debate	—	—
42. Thespians	—	—
43. Speech	—	—
44. Letterman	—	—
45. Chess	—	—
46. Pep Club	—	—
47. Afro-American	—	—
48. Art	—	—
49. Camera	—	—
50. Fellowship of Christian Athletes	—	—
51. Other religious clubs	—	—

	YES	NO
D. Musical Activities		
52. Marching Band	—	—
53. Stage Band	—	—
54. Pep Band	—	—
55. Orchestra	—	—
56. Mixed Chorus	—	—
57. Boys' Chorus	—	—
58. Girls' Chorus	—	—
59. Madrigal	—	—
E. Publications		
60. Yearbook	—	—
61. Newspaper	—	—
62. Student Handbook	—	—
63. Literary Magazine	—	—
F. Other Activities		
64. Student Council	—	—
65. Student Store	—	—
66. Homeroom	—	—
67. Cheerleaders	—	—
68. Pep Assemblies	—	—
69. Intermurals-Boys	—	—
70. Intermurals-Girls	—	—
71. School Dances	—	—
72. Class Parties	—	—
73. Awards Assemblies and/or Banquets	—	—
74. Junior-Senior Prom	—	—
75. Junior-Senior Banquet	—	—
76. Class Trips	—	—
77. Office-Aids	—	—
78. Teacher-Aids	—	—
79. Projectionists	—	—

G. Student activities in your school which have not been listed: _____

_____

_____

H. Student activities which have been dropped from your program in the last three years: _____

_____

_____

_____

I. Student activities which you plan to add to your program in the near future: _____

_____

_____

_____

Part V. THE OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION

33. Has the OSSAA provided your school with assistance in the improvement of your activity program?
(1)_____Yes (2)_____No Comment, if needed_____

34. Would it be helpful to you and your student activities program if the OSSAA would provide your school with self-evaluation guidelines and materials?
(1)_____Yes (2)_____No Comment, if needed_____

35. The constitution of the OSSAA states that the OSSAA "shall (a) provide effective coordination, leadership, supervision, and regulation for secondary school activities including the program of interscholastic activities and contests in which its members may participate, and (b) perform such other educational functions as may from time to time be approved and adopted by the Board of Directors and the membership." How do you as a high school principal rate the performance of the OSSAA?

	Excellent	Good	Fair	Unsatisfactory	Poor
(1) Coordination	____	____	____	____	____
(2) Leadership	____	____	____	____	____
(3) Supervision	____	____	____	____	____
(4) Regulation	____	____	____	____	____
(5) Overall Evaluation	____	____	____	____	____

Comment, if needed_____

36. Please make any additional comments that you feel would be appropriate concerning the improvement of student activity programs in Oklahoma public senior high schools.

37. Would you like a summary of the findings of this study?
(1)_____Yes (2)_____No

APPENDIX D

PRINCIPAL-TEACHER OPINIONNAIRE

Category _____ (1) (2)

PRINCIPAL-TEACHER OPINIONNAIRE

A Study of Problems Associated with Student Activity Programs in the Public Senior High Schools of Oklahoma

General Information

1. What is your position? (check one) (1)_____Principal (2)_____Teacher (3)

2. How many student activities (extracurricular activities) do you sponsor? (check one) (1)_____None (2)_____One (3)_____Two (4)_____Three (5)_____Four or more (4)

Directions: The statements below refer to possible problems associated with student activity (extracurricular activity) programs in Oklahoma. Two possible responses are provided: Problem and No Problem.

a. A Problem response would indicate that in your opinion the statement does relate to a serious problem in your school.

b. A No Problem response would indicate that in your opinion the statement does not relate to a serious problem in your school. If the statement relates only to a very minor problem in your school, you should answer under the No Problem category.

Please place a check (✓) in the appropriate blank provided beside each statement. Your cooperation is appreciated and hopefully will contribute to the improvement of student activity programs in Oklahoma.

	PROBLEM	NO PROBLEM	
3. Students are excused too often from regular classes to participate in activities.	_____	_____	(6)
4. Various community groups exert excessive pressure for the promotion of certain school activities such as: FFA, athletics, and/or band.	_____	_____	(7)
5. The lack of community support has hindered the development of a more comprehensive activity program.	_____	_____	(8)
6. High turnover of teacher-sponsors tends to disturb the continuity of student activities.	_____	_____	(9)
7. Students in some activities are exploited for the enhancement of sponsor's reputation.	_____	_____	(10)
8. Some activities are dominated by sponsors.	_____	_____	(11)
9. There is a lack of faculty commitment to the student activity program.	_____	_____	(12)
10. There is a lack of administrative support for the student activity program.	_____	_____	(13)
11. Some sponsors demand too much of students' time.	_____	_____	(14)
12. The school sponsors too many activities.	_____	_____	(15)
13. The school does not sponsor enough activities.	_____	_____	(16)
14. Competitive athletics are overemphasized.	_____	_____	(17)
15. Girls are denied an equal opportunity to adequate coaching.	_____	_____	(18)
16. Girls are denied an equal opportunity to adequate uniforms, publicity, and/or facilities.	_____	_____	(19)
17. It is difficult to control crowd behavior at interscholastic athletic events.	_____	_____	(20)
18. Too many activities are scheduled on a night followed by a school day.	_____	_____	(21)
19. A few students monopolize positions of leadership in student activities.	_____	_____	(22)
20. Student activity offerings are not relevant to student interests and needs.	_____	_____	(23)

		PROBLEM	NO PROBLEM	
21.	Many students do not participate in any school activity.	____	____	(24)
22.	Some students participate in too many school activities.	____	____	(25)
23.	Many students cannot participate in school activities which meet before or after school because of transportation problems.	____	____	(26)
24.	Students from racial minorities participate in student activities to a lesser degree than do white students.	____	____	(27)
25.	Many racial minority students tend to participate mainly in organized athletic activities.	____	____	(28)
26.	Many racial minority students tend to be uninvolved in activities other than athletics.	____	____	(29)
27.	Some students cannot participate in activities of their choice because of the personal expense involved.	____	____	(30)
28.	The selection of cheerleaders and "Queens" is a source of friction among students.	____	____	(31)
29.	Scheduling conflicts and difficulties limit student participation in certain activities.	____	____	(32)
30.	Assemblies are poorly planned and executed.	____	____	(33)
31.	The student council has failed to become an effective organization.	____	____	(34)
32.	Student publications are not true indicators of student opinion in the school.	____	____	(35)
33.	Students spend too much time and effort trying to raise money to fund certain student activities.	____	____	(36)
34.	The system of awards in the school favors certain activities.	____	____	(37)
35.	The student activity program suffers from a lack of facilities.	____	____	(38)
36.	The overall activity program needs more supervision and better coordination.	____	____	(39)
37.	The overall activity program needs a better system of evaluation.	____	____	(40)
38.	Many activities do not accomplish anything worthwhile.	____	____	(41)
39.	Adequate renumeration is <u>not</u> provided for activity sponsors.	____	____	(42)
40.	Many teachers are inadequately prepared for sponsoring student activities.	____	____	(43)
41.	Individual activities are expected to be self-supporting.	____	____	(44)

42. How do you rate the student activity program in your school?
(check one) (1)____Excellent
(2)____Good
(3)____Fair
(4)____Unsatisfactory
(5)____Poor (45)

Thank you for your cooperation in this study. If you have any comments concerning the improvement of student activity programs in Oklahoma, please feel free to express them at this point.

APPENDIX E

STUDENT OPINIONNAIRE

Category _____ (1) (2)

STUDENT OPINIONNAIRE

A Study of Problems Associated with Student Activity Programs in the Public Senior High Schools of Oklahoma

General Information

1. In what specific student activities (extracurricular activities) do you participate?_____
_____ (3)

2. Approximately how much time do you spend in active participation in school sponsored student activities each week? (check one)
(1)_____None
(2)_____About one or two hours
(3)_____Three to five hours
(4)_____Five to ten hours
(5)_____Over ten hours (4)

3. If you do not participate in school sponsored student activities, which phrase best describes your reason for not participating? (check no more than two of the items)
(1)_____Do not have time
(2)_____Am not interested in activities
(3)_____Believe that I am not wanted
(4)_____Activities are too expensive
(5)_____Too many personal activities outside of school
(6)_____Grades are not high enough
(7)_____Activities are scheduled outside of regular school hours
(8)_____Other (specify)_____
_____ (5)

Directions: The statements below refer to possible problems associated with student activity (extracurricular activity) programs in Oklahoma. Two possible responses are provided: Problem and No Problem.

a. A Problem response would indicate that in your opinion the statement does relate to a serious problem in your school.

b. A No Problem response would indicate that in your opinion the statement does not relate to a serious problem in your school. If the statement relates only to a very minor problem in your school, you should answer under the No Problem category.

Please place a check (✓) in the appropriate blank provided beside each statement. Your cooperation is appreciated and hopefully will contribute to the improvement of student activity programs in Oklahoma.

	PROBLEM	NO PROBLEM	
4. Students are excused too often from regular classes to participate in activities.	_____	_____	(6)
5. Various community groups exert excessive pressure for the promotion of certain school activities such as: FFA, athletics, and/or band.	_____	_____	(7)
6. A lack of community support has hindered the development of a more comprehensive activity program.	_____	_____	(8)
7. High turnover of teacher-sponsors tends to disturb the continuity of student activities.	_____	_____	(9)
8. Students in some activities are exploited for the enhancement of sponsor's reputation.	_____	_____	(10)
9. Some activities are dominated by sponsors.	_____	_____	(11)
10. There is a lack of faculty commitment to the student activity program.	_____	_____	(12)
11. There is a lack of administrative support for the student activity program.	_____	_____	(13)
12. Some sponsors demand too much of students' time.	_____	_____	(14)
13. The school sponsors too many activities.	_____	_____	(15)
14. The school does not sponsor enough activities.	_____	_____	(16)
15. Competitive athletics are overemphasized.	_____	_____	(17)
16. Girls are denied an equal opportunity to adequate coaching.	_____	_____	(18)

		PROBLEM	NO PROBLEM	
17.	Girls are denied an equal opportunity to adequate uniforms, publicity, and/or facilities.	____	____	(19)
18.	It is difficult to control crowd behavior at interscholastic athletic events.	____	____	(20)
19.	Too many activities are scheduled on a night followed by a school day.	____	____	(21)
20.	A few students monopolize positions of leadership in student activities.	____	____	(22)
21.	Student activity offerings are not relevant to student interests and needs.	____	____	(23)
22.	Many students do not participate in any school activity.	____	____	(24)
23.	Some students participate in too many school activities.	____	____	(25)
24.	Many students cannot participate in school activities which meet before or after school because of transportation problems.	____	____	(26)
25.	Students from racial minorities participate in student activities to a lesser degree than do white students.	____	____	(27)
26.	Many racial minority students tend to participate mainly in organized athletic activities.	____	____	(28)
27.	Many racial minority students tend to be uninvolved in activities other than athletics.	____	____	(29)
28.	Some students cannot participate in activities of their choice because of the personal expense involved.	____	____	(30)
29.	The selection of cheerleaders and "Queens" is a source of friction among students.	____	____	(31)
30.	Scheduling conflicts and difficulties limit student participation in certain activities.	____	____	(32)
31.	Assemblies are poorly planned and executed.	____	____	(33)
32.	The student council has failed to become an effective organization.	____	____	(34)
33.	Student publications are not true indicators of student opinion in the school.	____	____	(35)
34.	Students spend too much time and effort trying to raise money to fund certain student activities.	____	____	(36)
35.	The system of awards in the school favors certain activities.	____	____	(37)
36.	The student activity program suffers from a lack of facilities.	____	____	(38)
37.	The overall activity program needs more supervision and better coordination.	____	____	(39)
38.	The overall activity program needs a better system of evaluation.	____	____	(40)
39.	Many activities do not accomplish anything worthwhile.	____	____	(41)

40. How do you rate the student activity program in your school?
(check one) (1)____Excellent
(2)____Good
(3)____Fair
(4)____Unsatisfactory
(5)____Poor (45)

Thank you for your cooperation in this study. If you have any comments concerning the improvement of student activity programs in Oklahoma, please feel free to express them at this point.

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